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ABSTRACT

The book presents 21 worksheets and background information on the American Constitution and government. The purpose of the worksheets is to enable candidates for naturalization who are unable to attend public school classes to study topics related to American history and government in their own homes. The worksheets are presented in six units. Unit I explains how groups and organizations contribute to the American political system. Unit II discusses origins of the American nation, drafting of the constitution, early changes in the constitution and government, and constitutional amendments. Unit III focuses on governmental authority, political parties, and objectives of the federal government. Unit IV considers responsibilities of the Congress and the President and explains how the federal court system works. Unit V focuses on the purposes and organization of state governments. The final unit discusses income tax, cooperation between federal and state governments, and basic principles of government. Within each unit, background reading and worksheets containing multiple choice questions are presented. Also presented are instructions to students on how to complete lessons, budget time for study, find answers to worksheet questions, and find assistance in completing and mailing in course work. (DB)

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ED178402

FEDERAL TEXTBOOK ON CITIZENSHIP — Home Study Course

Our Constitution AND Government

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Lesson Worksheets

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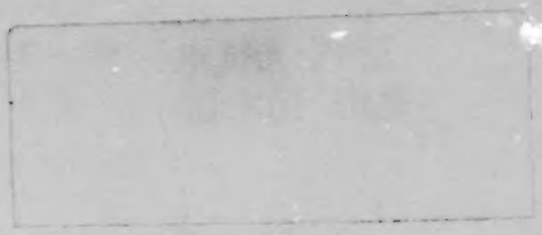
Foreword

THIS home study course is intended for candidates for naturalization who are unable to attend regularly organized public school classes. These candidates may live in places where the distance is too great for them to attend class, the responsibility of caring for their families may keep them at home, or their hours of work may not leave them time for class work. Whatever the reason that prevents their attendance at classes, this course makes it possible for them to study in their own homes.

The course is planned for persons who have a fair knowledge of the English language. It is to be used in connection with the *Simplified Edition* of the Federal Textbooks on Citizenship, *Our Constitution and Government,* and with *Our Constitution and Government, A Home Study Course,* containing suggestions for the person who is helping the student and final tests for the student.

Commissioner of Immigration and Naturalization.



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About This Course

THE naturalization courtroom was packed with men and women from many countries. The judge was on the bench. The clerk of the court was calling the names of candidates for citizenship. The persons whose names were called went to the front of the courtroom to give up their loyalty to the countries from which they had come. With right hand raised, each promised loyalty to the United States of America. The judge welcomed these new citizens to the rights and duties of our country. He led them in the pledge of allegiance to the flag.

Why did these men and women come from their homelands to live in the United States? Each year, fathers and mothers bring their children here to give them a better chance in life. They want to have better homes and better schools.

These people learn to do many kinds of work. They also find time to learn to read and write English and to study the Constitution and Government and the history of the United States. These things will help them to become naturalized citizens.

This course in citizenship will help you to learn about the Constitution and Government of the United States. If you study your lessons well, you will learn many of the things you need to know for your citizenship examination.

As you go through the course, you will find it very easy to follow the directions. At every step you will be told just what to do next. For example, you will be told what to study, what to write, when to take a test, and what papers you are to prepare for correction. Let us give you a few instructions here to help you understand the course before you begin work on it.

What You Are Expected to Do.—This course is made up of 21 lessons; they are not of the same length. However, it would be well to try to spend some time on your lessons each day. If you spend an hour or more on the work each day, you will probably get the most good from the course. Also, in this way, you will be more likely to complete the course in as short a time as possible. If you do not work on the coure steadily from day to day, you may lose interest in it.

Do each part of the lesson as you come to it. Do not leave anything half done and think you will come back to it later. You may forget. Do not hurry too much. Do all your work as well as you can. That is what a good citizen does.

The Book You Need for This Course.—The book that you will study is called *Our Constitution and Government, Simplified Edition.* It was prepared by the Immigration and Naturalization Service, Department of Justice, to help you learn about the Government of the United States.

Your Correspondence Center.—This course is taught through a number of correspondence centers.* Possibly there will be considerable variation among them in the manner in which such matters as mailing, test corrections, etc., are handled. As this is written, there is no way of foreseeing all these possibilities, nor is it necessary. You will simply follow the recommendations and practices of your particular correspondence center. Your papers will be mailed to that center and your work will be judged entirely by the instructional staff there. If you have questions about these arrangements you should write directly to the place from which you obtained these materials.

Your Helper and Your Teacher.—Two persons stand ready to help you in this course—your helper and your correspondence teacher. Your helper is the person in your community or in your home who has been asked to help you start this course and who will help you whenever you do not understand the lesson. Your helper may be a member of your family or he may be a friend. He will also give you the tests when you are ready for them.

On the lessons you will be able to help yourself with the correct answers available to you by folding the paper as you complete each page. The tests are to be sent to your Correspondence Center for correction. Each test will be marked for any mistakes you have made and then returned to you.

It is suggested that you have a safe place in which to keep all the papers that are sent back by your teacher. These papers will be helpful to you in completing the course and in preparing yourself for the naturalization examination.

How To Get Help From Your Correspondence Teacher.—Feel free to write to your correspondence teacher for help and advice. Perhaps you will want to talk to your helper before you do so; he may be able to assist you. If you wish, you may ask your helper to write the letter for you. If you, your helper, and your correspondence teacher work closely together, this course will be of great benefit to you.

And Now or the Course.—Now you may begin on Lesson 1 of the course. You will find all necessary direction just when you need them.

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*To determine which correspondence center you should contact, please write or call the office of the Immigration and Naturalization Service nearest your home.

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Introduction

In the United States of America the Government serves all the people, but only the citizens have the right to choose the men who will run the Government.

Most of our citizens were born in the United States. Others have come here by choice, and have become naturalized citizens. To aid those who wish to prepare for citizenship, the Immigration and Naturalization Service has published the Federal Textbook on Citizenship.

This correspondence course consists of a textbook, a set of unit tests, and this set of worksheets. The worksheets are an important part of the citizenship course. You should read the entire lesson and then complete the lesson worksheet. When you are done with the worksheet, fold the edges of the pages over to check your answers.

The worksheets can be used as an important part of your learning. If you get an answer wrong, be sure to find out why. Use your textbook to find out the reason for the right answer.

A knowledgeable citizen is the key to a successful and lasting democracy. Best of luck in your efforts to become a United States citizen.

READ THIS BEFORE STARTING THE LESSON 1 WORKSHEET

How to Complete the Lesson Worksheets

The Lesson Worksheets are designed to help you check yourself on how much you learned in each lesson in this citizenship course. The worksheets will also help you be ready to take the final tests for each unit, since many of the questions on these worksheets are similar to questions found on the final tests.

Circle the letter alongside the answer you think is correct.

Try to answer all of the questions on the worksheets without help from books or other people. When you find a question you cannot answer, leave it and go on to the next question. Come back to those questions you could not answer and get help from your textbook or other information sources to find the right answer. When you have completed all the questions, fold the edges of the pages over to check your answers. **IMPORTANT:**—If you miss an answer, be sure to find out what the right answer is and why that answer is correct.

Keep these completed worksheets and use them to study for the unit final tests.

The Groups to Which We Belong

Try to spend some time on your lesson each day. You may want your helper to read the lesson with you before you begin work on it.

THIS is a true story of how Jacob Riis succeeded in this country. You will enjoy it. The story shows that Jacob Riis belonged to many groups.

Jacob Augustus Riis was born in Ribe, Denmark, an old-fashioned town on the wind-swept Danish seacoast. He was one of a family of 14 children. He received his education from his father, a schoolmaster in a Latin school, and learned something of journalism by helping his father prepare copy for the weekly newspaper.

Early in life, Jacob began his work of helping the poor. He discovered that a certain tenement in the village was being infested with rats from a nearby sewer, and he did what he could to destroy the pests. His efforts were successful. With his Christmas money he also bought whitewash and changed the filthy condition of the tenement to one of cleanliness.

When he was yet a young boy, Jacob persuaded his father to let him leave school to become a helper to the town carpenter. He continued his apprenticeship in Copenhagen under a great builder. When he had mastered the trade, Jacob set out for the United States of America to seek his fortune.

With only his pair of strong hands to aid him, he began his search for work. He worked as a farm hand, a coal miner, a bricklayer, and a peddler.

Jacob almost lost hope of obtaining a worth-while position of any kind. But one day as he walked with his dog through the streets of the city trying to sell books, a friendly man offered him a job as reporter with the New York News Association. Jacob was overjoyed. In the shadow of a nearby church he prayed for strength to make good in his new work.

Later Jacob became reporter, editor, and publisher of his own paper. By working from very early in the morning until far into the night, he was able to

make his paper pay. After several years, he became connected with the New York Herald Tribune. Still later he got work as a police reporter with the Evening Sun. In this position he met Theodore Roosevelt, then police commissioner. Together, Riis and Roosevelt worked to better conditions in New York City.

Jacob used his writing to fight the slums. He exposed the dreadful conditions of the police lodginghouses and forced many of these filthy sleeping places to close. He took pictures of the dark, overcrowded tenements and showed them until the people of the city took action to better conditions in these places. Jacob even "wiped out" Mulberry Bend, the worst tenement block in New York, and replaced it with the clean and cheerful Neighborhood House.

Jacob Riis opposed child labor and helped to obtain playgrounds for the school children. He worked for more and better schools. Through his efforts small parks were built in the city.

In order to obtain these improvements, he had to fight both politicians and landlords. He interested the churches in the work and aroused the people by making speeches and showing pictures. He wrote the book, *How the Other Half Lives,* which brought to light the filth, vice, and crime of the city slums. Because of his great work, the President of the United States named Jacob Riis the Ideal American Citizen.

You, too, can help to make your community a better place in which to live. It is the duty of every citizen of the United States to do all he can for the welfare of his fellow men. All good citizens do their share, through the various groups to which they belong, to improve their family, their community, and their country.

In your texbook, you will learn of some ways in which all our groups are alike and of the methods they may use in carrying out their worth-while work.

YOUR ASSIGNMENT

Study Chapter I, pages 1 through 8. First, read the chapter as rapidly as you can. You may ask the person who helps you to read it with you the first time. Then read the chapter by yourself. Ask the person who helps you to explain any words that you do not understand.

OUR CONSTITUTION AND GOVERNMENT

Lesson 1 Worksheet

Complete this worksheet by circling the letter alongside the answer you think is correct. When you have completed all the questions, fold on the dotted line to see the right answers. If you miss an answer, be sure to find out what the right answer is, and why, by checking in your textbook.

1. Which governmental group is usually responsible for
   a. our immigration and naturalization laws?
      a. Federal
      b. State
      c. City or town
      d. More than one of these
   b. providing water and garbage service?
      a. Federal
      b. State
      c. City or town
      d. More than one of these
   c. maintaining good schools?
      a. Federal
      b. State
      c. City or town
      d. More than one of these
   d. printing and coining money?
      a. Federal
      b. State
      c. City or town
      d. More than one of these
   e. keeping our streets and highways in good condition?
      a. Federal
      b. State
      c. City or town
      d. More than one of these
   f. issuing car and driver's licenses?
      a. Federal
      b. State
      c. City or town
      d. More than one of these

FOLD HERE

FOLD HERE

p.

FOLD HERE

c.

d.

a.

d.

FOLD HERE

b.

g. making treaties with foreign countries?

a. Federal
b. State
c. City or town
d. More than one of these

2. Which number on the map is closest to Washington, D.C.?

a. 1
b. 2
c. 3
d. 4

FOLD HERE

FOLD HERE

14

FOLD HERE FOLD HERE

Our Citizens and How To Become a Citizen

If possible work on your lesson for at least a short time each day.

MANY persons who come here to live wish to become citizens of the United States. It is only by becoming citizens that they can enjoy the full privileges of this country and have a part in its government. In the following story you will find out how an immigrant came to the United States, what he found here, and how he helped this country to grow.

Alexander Graham Bell was born in Edinburgh, Scotland, March 3, 1847. From his mother, he inherited musical talent and a keen musical ear. He took lessons on the piano at an early age, and for some time wanted to make music his life work.

However, Alexander was urged by his father to study the science of human speech. The elder Bell offered a prize to his sons if they could build a "speaking machine." Alexander built such a machine when a boy, and was able to make it speak a few words.

At the age of 16 he decided to become a teacher and taught elocution and music. He worked very hard in his early manhood, lecturing, writing, and teaching. Soon his health began to break down and his family decided, in the summer of 1870, to move to America. The improvement in his health led Alexander Graham Bell to again seek work, and he soon became a leader in the field of teaching the deaf to speak. He later married a girl who was deaf since early childhood.

In six short years after his arrival in America, Dr. Bell received his first patent connected with the development of the telephone. After a demonstration

of his invention a well-known English scientist said: "This, the greatest by far of all the marvels of the electric telegraph, is due to a young countryman of our own, . . . now becoming a naturalized citizen of the United States."

Running through all of Dr. Bell's adult life is his interest in improved teaching of the deaf. His work so interested the leaders in our country that the Census Bureau asked him to serve as an expert to get useful data about the deaf in the United States Census of 1900. We are not surprised to learn of the tribute which was later paid him when Dr. Bell was pointed out as the man to whom "more than any other man . . . we are indebted for the great advance made in teaching speech to the deaf, . . ."

Not only did Alexander Graham Bell leave the telephone as a continuing memorial, but the influence of his personality reached the whole country. During his funeral in 1922 every telephone on the continent of North America was silenced in honor of the man who had given to mankind the means for direct speech at a distance.

He lies buried on the top of a mountain in a tomb cut out of solid rock, with the epitaph, "Died a Citizen of the U. S. A."

YOUR ASSIGNMENT

Study Chapter II, pages 9 through 14. If you wish, you may ask the person who helps you to read the chapter with you the first time. Then read the chapter by yourself.

OUR CONSTITUTION AND GOVERNMENT

Lesson 2 Worksheet

Complete this worksheet by circling the letter alongside the answer you think is correct. When you have completed all the questions, fold on the dotted line to see the right answers. If you miss an answer, be sure to find out what the right answer is, and why, by checking in your textbook.

FOLD HERE

1. Which of these is the *most* important qualification for members of the following groups?

a. *Policemen*
   a. Shoot a gun very well
   b. Never be afraid
   c. Know the laws and enforce them fairly
   d. Be well known by officials of the city government

b. *Postal Workers*
   a. Know a lot of people in the town where they work
   b. Have perfect eyesight without glasses
   c. Read well and perform work efficiently
   d. Have a college degree in business

c. *Doctors*
   a. Have good operating room equipment
   b. Provide safe and effective treatment for all their patients
   c. Keep their business records well
   d. Be an expert at delivering babies

FOLD HERE

2. Which of the following is *not* something that must be proved before a person may become a naturalized citizen?

a. That the person is at least 18 years old
b. That the person has lived in the United States for at least five years
c. That the person has never had any disease or sicknesses that lasted over two weeks
d. That the person is of good moral character

c. FOLD HERE

c.

b.

c. FOLD HERE

19

3. What do we mean when we say that the United States is a republic?

a. The United States has a government where the citizens are represented in the decisions made about our country.
b. The United States has a government where all citizens make the decisions about the country.
c. The United States has an elected President.
d. The United States government is made up of many smaller government departments.

4. Which of these is a promise a person makes when taking the oath of allegiance before becoming a citizen?

a. To obey the laws and Constitution of the United States.
b. To give up allegiance and fidelity to the government where the person lived before.
c. To help protect the United States from those who want to destroy it.
d. A person promises all of these things.

FOLD HERE

FOLD HERE

a.

d.

FOLD HERE

FOLD HERE

You can now refer to your book, *Final Tests* and take Final Test #1.

When you have finished the test send it to your Correspondence Center for correction.

How Our Nation Was Started

From the portrait by Gilbert Stuart

George Washington, First President of the United States

GEORGE WASHINGTON was the most important man in this country just before and at the time of the Revolutionary War. Therefore, he was asked by the Continental Congress to organize and lead the Army. He knew very well how difficult this would be, but he accepted the authority given to him.

George Washington was well fitted by nature and training for this position. As a youth he was tall and strong. He could walk farther and run faster than any of his friends. He had a good mind, and he soon became the leader in any group of which he was a member.

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George Washington was only 11 years old when his father died. The family owned a large amount of land, but they did not have much money. His mother tried to find work for him when he was 14 years old, but she did not succeed. Therefore, he continued his studies until he was 16. At that time, he was ready to become a surveyor—a person who measures land.

George's older brother, Lawrence, was at that time 30 years old. He had gone to school in England. After the death of the boys' father, Lawrence became both father and brother to George. Through Lawrence, George was employed as a surveyor. He did his work so well that his employer, an important man in Virginia, obtained the position of public surveyor for him. George held this position for 3 years.

When George Washington was 19, his brother got him a commission as an army officer. George studied the art of war with the same careful attention that he had given to everything else that he had done. His worth was soon seen by his superior officers. When a representative was needed to warn the French to stay within their own lands, he was selected for the mission. The information that he gained on this trip showed that war was at hand. Later, George played his part as an officer in the French and Indian War.

At the age of 27, Washington married. He began the life of a farmer. He served his fellow men as their representative in the government of Virginia. He was a kind friend, a good businessman, and a faithful worker for his church and his government.

These experiences in Washington's life gave him a chance to think deeply about the future of this country. He saw that trouble was growing between Great Britain and the Colonies, but he said very little about it. The other great men of his day knew that he was a man who judged men and events correctly. When trouble finally broke out, they asked him to organize an army and to become the first in command. George Washington accepted this trust, but he refused pay for himself. He asked only that his expenses be paid.

Washington organized the army of the Colonies. He led them during the years that followed. They were difficult years of war. The British had a well-fed, well-clothed, well-trained army. Our army was poorly paid, half clothed, and half fed most of the time. But Washington's faith in the future, his great courage, and his work as a wise leader finally won victory for the Colonies.

YOUR ASSIGNMENT

Study Chapter III, pages 15 through 23. If you wish, you may ask the person who helps you to read the chapter with you the first time. Then read the chapter by yourself.

OUR CONSTITUTION AND GOVERNMENT

Lesson 3 Worksheet

Complete this worksheet by circling the letter alongside the answer you think is correct. When you have completed all the questions, fold on the dotted line to see the right answers. If you miss an answer, be sure to find out what the right answer is, and why, by checking in your textbook.

1. List the names of the 13 Original Colonies.

a.
b.
c.
d.
e.
f.
g.
h.
i.
j.
k.
l.
m.

2. Which colony did not send a representative to the First Continental Congress?

a. Georgia
b. Virginia
c. Rhode Island
d. Maryland

3. Who was King of England at the time of the Revolutionary War?

a. King Louis XIV
b. King George III
c. King Lear
d. King Richard

FOLD HERE

FOLD HERE

FOLD HERE

Connecticut
Delaware
Georgia
Maryland
Massachusetts
New Hampshire
New Jersey
New York
North Carolina
South Carolina
Pennsylvania
Virginia
Rhode Island

a.

FOLD HERE

b.

4. Which of these is the most important reason why George Washington was chosen to lead the Colonist Army?

a. George Washington had served in the English Army and knew their plans and methods of fighting.
b. George Washington enjoyed the prospect of waging war against England.
c. George Washington was willing to help and he was qualified.
d. George Washington knew the landscape where the battles would be fought.

FOLD HERE

5. How long did the Second Continental Congress remain in session?

a. Until July of 1776
b. Until May of 1777
c. Until September of 1779
d. Until March of 1781

6. Which principle is *not* set forth by the Declaration of Independence?

a. God had given all persons rights; including the rights to be free, live, work and search for happiness.
b. If a government makes laws without the consent of the people, those people have the right to quit that government and start a new one.
c. The King and Parliament did things the colonists did not like.
d. A nation has the absolute right to tell citizens in its colonies what laws they must follow.

7. Which of the following national holidays is not correctly matched with the reason for celebration?

FOLD HERE

a. *Independence Day*—In celebration of declaring independence from England
b. *Memorial Day*—in celebration of those who died fighting for the United States
c. *Labor Day*—in celebration of the workers whose toil has made this country great
d. *Thanksgiving Day*—in celebration of the end of the Civil War

c.

FOLD HERE

d.

d.

FOLD HERE

d.

The Making of Our Constitution

Independence Hall

TRAVEL in the early days of our Nation was much more difficult that it is now. There were no railroads or other convenient ways of travel. Therefore, the delegates to the Constitutional Convention rode to Philadelphia on horses, or they came in other ways equally slow.

They had planned to meet on May 14, 1787. However, travel was so slow that enough members to begin the Convention did not reach Philadelphia until

May 25. Even then, only 29 members had arrived. Finally, after several weeks, delegates from 12 of the 13 States took their seats. Rhode Island was the only State that refused to send delegates.

Eight men who had signed the Declaration of Independence 11 years before were among those who met in Philadelphia. Two future Presidents and 5 future members of the Supreme Court sat in the Convention.

George Washington had not wished to be appointed a delegate, because he did not wish to enter into public life again. He had served his country in time of war, however, and the people had great faith in him. So he laid aside all thought of his own wishes and agreed to do the work given to him.

Benjamin Franklin, another delegate, was then governor of Pennsylvania. The life of Franklin, like that of Washington, had been spent in the service of his country. Franklin was 81 years old at that time, and he wanted to retire from public life. But, like Washington, he was willing to serve his country.

James Madison, a busy member, made himself reporter of the Convention. Day after day he took notes on what the other members said. He wrote so much about the plan of government that he is sometimes called the Father of the Constitution.

Alexander Hamilton, a young man who had served as secretary to Washington during the Revolutionary War, was another wise member.

The Convention met in a simple brick building, now known as Independence Hall, on Chestnut Street in Philadelphia. In this building, the Second Continental Congress had held its meetings. Here, Washington was elected Commander of the Colonial Army. Here, the Declaration of Independence was accepted and signed. Overhead hung the bell that had rung out the news of freedom to the waiting city. The delegates must have known that the work which they were about to begin was as important as any that had been done within those walls.

The meetings of the Convention were held behind closed doors. No one was permitted to talk about what took place in the Convention. This was done in order that the delegates might not be influenced by public opinion. Finally, the Constitution was copied on a long roll of paper, and the members signed their names. After 4 months in the hot city, the work was finished.

The work was well done. A government that has lasted over one hundred and eighty years was established. Today, the Constitution is looked upon as one of the greatest legal papers in the history of the world.

YOUR ASSIGNMENT

Study Chapter IV, pages 24 through 32. If you wish, you may ask the person who helps you to read the chapter with you the first time. Then read the chapter by yourself.

OUR CONSTITUTION AND GOVERNMENT

Lesson 4 Worksheet

Complete this worksheet by circling the letter alongside the answer you think is correct. When you have completed all the questions, fold on the dotted line to see the right answers. If you miss an answer, be sure to find out what the right answer is, and why, by checking in your textbook.

FOLD HERE

1. The Articles of Confederation are
   a. the Constitution we now have.
   b. a plan for state government.
   c. an early plan of government for the original 13 states.
   d. the Constitution of the Confederate states during the Civil War.

2. One of the difficult questions that the delegates to the Constitutional Convention had to answer was
   a. how to take authority away from the central government.
   b. how the large states and small states should be represented.
   c. how to spend the money of the states.
   d. how to collect war damages from England.

3. The Constitution of the United States was signed
   a. by all members of the Constitutional Convention.
   b. by the delegates from the large states only.
   c. by 39 members of the Convention.
   d. only by George Washington.

FOLD HERE

4. Experience under the Articles of Confederation proved that the 13 states needed
   a. a central government with more authority over the people.
   b. a central government with less authority.
   c. no central government.
   d. a king.

5. The purpose of the Constitutional Convention was
   a. to talk over the war the Colonies had won against the English.
   b. to agree to a treaty of peace with England.
   c. to change the plan of government for the Union.
   d. to honor the generals who won the war.

31

c.

FOLD HERE

b.

c.

a.

FOLD HERE

c.

6. Under the Articles of Confederation, the government could perform which of the following functions?

a. The government could levy taxes and raise an army.
b. The government could make money and wage war.
c. The government could make treaties that states upheld.
d. The government could settle quarrels between states.

7. Under the Articles of Confederation, which of the following statements were true?

a. There was no president of the nation.
b. States quarreled over rights to tax goods from other states.
c. The Congress could do nothing without the consent of the states.
d. All of the above are true.

FOLD HERE

8. What was the purpose of the Constitutional Convention?

a. To convene Congress
b. To write the Constitution
c. To approve the Constitution
d. To amend the Constitution

9. When and where did the delegates from 12 states meet to hold the second Constitutional Convention?

a. May 1787 in Philadelphia
b. September 1789 in Washington City
c. July 1791 in New York
d. June 1793 in Philadelphia

10. How many delegates attended the second Constitutional Convention?

a. 12
b. 13
c. 55
d. 70

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11. Which state did *not* send delegates to the second Constitutional Convention?

a. Rhode Island
b. New Jersey
c. New York
d. Virginia

b.

d.

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b.

a.

c.

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a.

12. Which of these men made an important contribution to the Constitutional Convention?

a. James Monroe
b. Aaron Burr
c. Benjamin Franklin
d. All of the above

13. Who was the president of the second Constitutional Convention?

a. George Washington
b. James Monroe
c. Benjamin Franklin
d. Alexander Hamilton

14. When was the Constitution signed?

a. June 24, 1787
b. September 17, 1787
c. May 6, 1788
d. April 5, 1789

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c.

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d.

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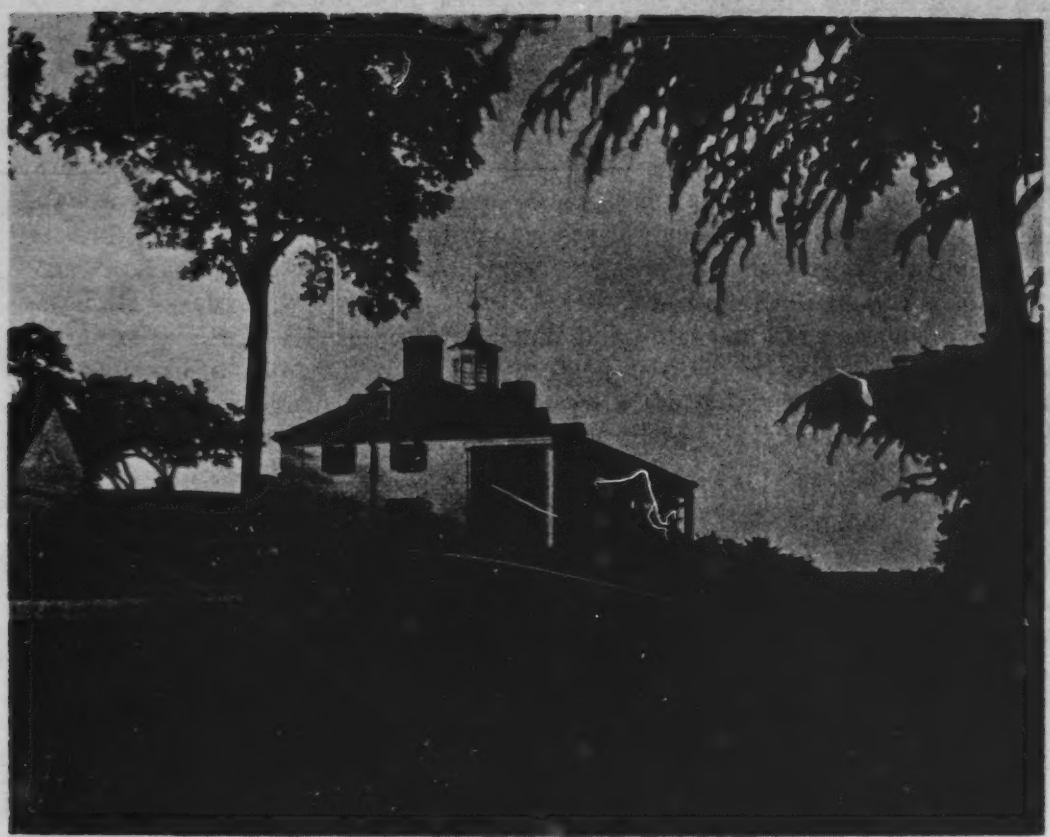
Putting the New Government To Work



Mount Vernon—the home Washington loved

WHEN the time came to choose a President for the new Nation, everyone thought of George Washington. He received every vote.

Washington felt that he was not wise enough to deal with the difficult questions that must be answered by the President of the new Nation. His friends,

however, said that it was his duty to accept, because he was the only man who was trusted by all the people. So he agreed once more to leave Mount Vernon, the home that he loved, in order to serve his country.

Washington's journey to New York must have made him happy because of the way he was treated along the road. The towns through which he passed gave great dinners in his honor. The bridges that he crossed were covered with flowers. The roads were lined with cheering crowds. Children sang for him. Guns on the village streets were fired at his coming and again at his going.

He was met at the New Jersey coast by a large boat that had been sent from New York. It was hung with red and white bunting and was rowed by ship captains who were dressed in white. The guns of all the ships in the harbor sounded their welcome to the first President of the United States as the boat crossed over to the city.

The new Congress was to have met on the fourth of March. Travel was slow, however, and some of the members were late in arriving. Therefore it was the last of April before everything was ready to put the new President into office.

The two Houses of the Congress met at noon on the last day of April in a room of a new building called Federal Hall. The door of Federal Hall was thrown open a few minutes later, and Washington entered. Washington promised before the whole company to perform faithfully the duties of his office and to see that the Constitution was obeyed. Thus the government under the new Constitution was ready to begin its work.

YOUR ASSIGNMENT

Study Chapter V, pages 33 through 40. If you wish, you may ask the person who helps you to read the chapter with you the first time. Then read the chapter by yourself.

OUR CONSTITUTION AND GOVERNMENT

Lesson 5 Worksheet

Complete this worksheet by circling the letter alongside the answer you think is correct. When you have completed all the questions, fold on the dotted line to see the right answers. If you miss an answer, be sure to find out what the right answer is, and why, by checking in your textbook.

1. The Constitution had to be accepted by
   a. six states.
   b. all the states.
   c. nine states.
   d. eleven states.

2. Some states refused to accept the Constitution
   a. because they thought it was not fair.
   b. because it did not have a Bill of Rights.
   c. because they thought it was too long.
   d. because they still wanted to be governed by England.

3. The Representatives were to be elected by
   a. the people.
   b. the landowners.
   c. the conventions.
   d. the electors.

4. The President was to be elected by
   a. all the people.
   b. the landowners.
   c. the conventions.
   d. the electors.

5. The name of our first President was
   a. John Adams.
   b. George Washington.
   c. Alexander Hamilton.
   d. Benjamin Franklin.

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c.

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b.

a.

d.

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b.

6. The first President took his oath of office in

a. 1776
b. 1787
c. 1789
d. 1788

7. Name a system of government in which the final authority belongs to one person.

a. Democracy
b. True monarchy
c. Republic
d. None of these

8. Name a system of government in which a committee of men selected by the small upper class rule the people.

a. Democracy
b. True monarchy
c. Republic
d. None of these

9. What is the federal system of government?

a. A central government where certain functions are given to the central government and other functions are maintained by the states
b. A central government whose powers are kept secret
c. A system of small town councils to deal with all problems
d. A government where only large landowners may vote

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c.

b.

FOLD HERE

d.

a.

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Early Changes in Constitution and Government

> **The Will of the People Is the Best Law**
>
> U. S. GRANT, Eighteenth President of the United States

No FORM of government, however perfect, is likely to remain without changes over a long period of time because times and the needs of the people change. The men who wrote the Constitution arranged for changing and developing it as the need arose. They could not look forward, however, to the problems that developed as a result of the changing times and needs.

There have been two general ideas with regard to the meaning of the Constitution. A part of the people believed that it contained the complete law and that it should be obeyed to the letter. Others held that it was only a plan of government. They felt that many rights that belong to the people are not directly expressed but are to be understood. The changes in the Constitution and Government have been made largely to agree with this second view. These different views caused the people to disagree. This lack of agreement helped to bring about the formation of political parties.

There were only 4 million people in the country when the Constitution was accepted by the States in 1789. Today, there are over 200 million people. Business has developed as the Nation has grown. The Congress has had to pass laws dealing with cities, factories, railroads, radios, telephones, and many other things that are not directly mentioned in the Constitution.

It is the duty of the Supreme Court to explain the Constitution. The Supreme Court also decides whether the laws passed by the Congress agree with the plan of government in the Constitution. A few of the laws passed by the Congress have been declared not in agreement with the Constitution. The Supreme Court has approved many acts of the Congress that members of the Convention could not possibly have had in mind at the time the Constitution was written.

YOUR ASSIGNMENT

Study Chapter VI, pages 41 through 49. If you wish, you may ask the person who helps you to read the chapter with you the first time. Then read the chapter by yourself.

OUR CONSTITUTION AND GOVERNMENT

Lesson 6 Worksheet

Complete this worksheet by circling the letter alongside the answer you think is correct. When you have completed all the questions, fold on the dotted line to see the right answers. If you miss an answer, be sure to find out what the right answer is, and why, by checking in your textbook.

1. What is meant by freedom of speech?
   a. The right to speak publicly on all matters
   b. The right to speak privately on all matters
   c. The right to speak publicly and privately on all matters, so long as no damage is done by the speaker's words
   d. The right to speak with all elected officials

2. What is meant by freedom of the press?
   a. The right to print any opinions so long as no damage is done
   b. The right to print anything
   c. The right to print money
   d. The right to publish printed materials in foreign languages

3. Why are freedoms of speech and press important?
   a. Because this is a free country where individuals can do whatever they please
   b. Because these freedoms are basic to a true democracy—a government made of free people
   c. Because the founding fathers wrote these into the Bill of Rights
   d. Because colonial citizens voted for them as part of the Constitution

4. What rights has a person who is charged with crime?
   a. The right to a fair and speedy trial
   b. The right to make any person appear before the court to tell what they know about the crime
   c. The right to question those who accuse the person of the crime
   d. All of the above

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c. FOLD HERE

a.

b.

d. FOLD HERE

5. Why was the Bill of Rights added to the Constitution?

   a. Because state constitutions all had Bills of Rights
   b. Because some states would not approve the Constitution until it was agreed that a Bill of Rights would be added
   c. Because the Bill of Rights enables persons who do not own land to vote
   d. Because the Bill of Rights gives women the same rights as men

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b.

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Other Changes in Our Constitution and Government

Most of the 4 million people in the United States in 1789 lived on farms or in small villages. There were no really large cities. Railroads and automobiles were unknown. There were no telephones. There were very few factories. But the men who wrote the Constitution believed that the Nation would grow. They also knew that many questions would need to be answered as the country grew. Since they were wise men, they provided ways of changing the Constitution. Such changes are called amendments.

It is not easy to change the Constitution. All changes must be approved by the people of the States. The Congress must offer the changes to the States. The usual way is for the Congress to offer an amendment after two-thirds of the members have approved it. An amendment must next be approved or refused by the States.

The Congress may say how the States are to approve or refuse an amendment. It may ask the legislatures of the States to decide the matter, or it may ask each State to hold a special meeting to decide it. In either case, three-fourths of the States must approve an amendment before it becomes a part of the Constitution.

There have been 26 amendments in all. Thus, in over 85 years since it was written, our Constitution has really been changed very few times.

The first 10 amendments are called the Bill of Rights. However, all of the amendments are very important. Study them until you are able to tell in your own words what each is about.

To help you learn what the last 16 amendments are about, each amendment is given in a few words. The words are not the exact words of the amendments as they are stated in the Constitution. Simpler words are used in order to make it easier for you to remember them.

ELEVENTH AMENDMENT

No person may bring an action against a State in the Federal courts.

Courtesy, National Archives

The Declaration of Independence, the Constitution, and the Bill of Rights

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TWELFTH AMENDMENT

Electors must vote for President and Vice President separately.

THIRTEENTH AMENDMENT

This amendment put an end to the holding of slaves.

FOURTEENTH AMENDMENT

All persons who were born or naturalized in the United States were declared citizens. No State can take away the rights of any person without due process of law.

FIFTEENTH AMENDMENT

No one can be kept from voting because of race, color, or previous condition of servitude.

SIXTEENTH AMENDMENT

This amendment gave to the Congress the power to lay and collect a tax on the money earned by the people.

SEVENTEENTH AMENDMENT

Senators are to be elected by the people.

EIGHTEENTH AMENDMENT

This amendment gave the Congress power to stop the manufacture, sale, or transportation of intoxicating liquors. It has been repealed.

NINETEENTH AMENDMENT

No person can be kept from voting because of sex.

TWENTIETH AMENDMENT

Members of the Congress shall take office in January.

TWENTY-FIRST AMENDMENT

This amendment did away with the Eighteenth Amendment.

51

TWENTY-SECOND AMENDMENT

This amendment limits the number of times anyone may be elected to the office of President of the United States.

TWENTY-THIRD AMENDMENT

This amendment gives the right to vote for the President and Vice President to United States citizens residing in the District of Columbia.

TWENTY-FOURTH AMENDMENT

No person can be prevented from voting in a Federal election because of failure to pay a poll tax or other tax.

TWENTY-FIFTH AMENDMENT

Sets forth method of determining if President is unable to perform his duties.

TWENTY-SIXTH AMENDMENT

Gave eighteen-year-olds the right to vote.

YOUR ASSIGNMENT

Study Chapter VII, pages 50 through 58. If you wish, you may ask the person who helps you to read the chapter with you the first time. Then read the chapter by yourself.

OUR CONSTITUTION AND GOVERNMENT

Lesson 7 Worksheet

Complete this worksheet by circling the letter alongside the answer you think is correct. When you have completed all the questions, fold on the dotted line to see the right answers. If you miss an answer, be sure to find out what the right answer is, and why, by checking in your textbook.

1. Which of the following practices has helped to shape your Constitution?
   a. Laws and treaties established by Congress and the President help develop the Constitution.
   b. Federal courts help develop the meaning of the Constitution.
   c. The political party system aids in the nomination of elected officials and thereby fills a void in the Constitution.
   d. All of the above.

2. What authority was taken away from the federal courts by the eleventh amendment?
   a. The authority to interpret laws of the land
   b. The authority to impeach the President
   c. The authority to try a case between a state and a citizen of another state, or an alien
   d. The authority to determine the legality of one state suing another state

3. What authority was taken away from the federal government by the twenty-first amendment?
   a. The authority to control the making and selling of alcoholic drinks
   b. The authority to control the making and selling of stamps
   c. The authority to control the making and selling of bonds
   d. The authority to control the making and selling of firearms

4. What was the purpose of the twelfth amendment?
   a. To require that there be no slavery in the United States
   b. To require separate voting for President and Vice President by a special group of electors
   c. To require that the Senate approve all treaties made by the President
   d. To require the election of senators by the entire populace within a state, rather than by the state legislature

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d.

FOLD HERE

c.

a.

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b.

5. What group of people is most interested in the nineteenth amendment and why?

a. Blacks, because the nineteenth amendment freed the slaves.
b. Women, because the nineteenth amendment gives them the right to vote.
c. American Indians, because the nineteenth amendment fulfills all previous treaties.
d. Aliens, because the nineteenth amendment allows them to own land in the United States.

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6. How do the citizens of the United States delegate authority to the government?

a. By signing petitions to the President
b. By electing officials to represent them in Congress
c. Through acceptance of the Constitution and its amendments
d. By more than one of these actions

7. Which of these is the best definition of representative government?

a. The House of Representatives
b. The principle that the central government uses its authority as it sees fit
c. The principle that the people govern through their own chosen officials
d. A government which gives the people the right to have someone else put in jail and kept there without a trial

8. Who has the final authority in a state government in the United States?

a. The President
b. The Governor
c. The people of that state
d. All voters in the country

FOLD HERE

9. Which of the following is not one of the powers delegated to the United States government by our Constitution?

a. The power to make treaties
b. The power to set up schools
c. The power to collect taxes under certain circumstances
d. The power to declare war

284-382 O - 79 - 3

b.

FOLD HERE

d.

FOLD HERE

c.

c.

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b.

10. From what government group does a town or city receive its authority?

a. From the President's office
b. From the United States Senate
c. From the Federal Government
d. From the State Government and/or State Constitution

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FOLD HERE

d.

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You can now refer to your book, *Final Tests* and take Final Test #2

When you have finished the test send it to your Correspondence Center for correction.

Giving the Government Authority To Do Its Work

PEOPLE in this country have always loved liberty. The Colonists fought their Mother country in order to gain complete liberty. The new States united to form a central government after winning their freedom. They did not want anyone to make their laws for them. They set up a government that had only as much power as they agreed to give it. A government that receives its power from the will of the governed is called a democracy. We refer to our Government as a government "of the people, by the people, for the people."

We think of a government by the people as a government for the people. We believe the people will protect the interests of all. In our democracy, each citizen can enjoy all rights that do not stop the rights of others.

We do not use our powers of government directly. We select representatives to do our work for us. We do not actually make our own laws. We elect senators and representatives to make our laws for us. The type of government under which representatives are selected by the citizens is a representative democracy. The United States is a representative democracy. Another name for this kind of government is a republic.

In our republic, all citizens have an equal chance to share in the government. All qualified citizens have the right to vote for officers who will represent them. A democracy gives the same rights to all voters. Government officers do not get their positions by right of birth or by force.

A democracy is not truly representative if the citizens do not use their right to vote. No one should fail to vote because he thinks that his vote will not count. As we have stated before, in a democracy the majority rules. If enough of us failed to vote, we would have a government controlled by a very few of our citizens. In that event we could have poor government, because a few citizens could unite to vote for their own candidates. Thus it is very important for each of us to take part in every election. We should learn about the candidates for office and what they stand for, and then vote as we think best.

The Statue of Liberty

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The people decide other important questions of government at elections. When we vote on such questions, we are directly helping to decide what plans our Government shall make.

In the United States, the will of the people influences every department of the Government. The President of the United States, the Congress, and the Supreme Court all receive their powers from the Constitution of the United States. The Constitution, in turn, was made by the people. The government of a State receives its powers from the people of that State. Towns are governed by the people living in them. Thus, in the United States, the will of the people is the final authority in the country as a whole. This is a very important principle of our Government.

YOUR ASSIGNMENT

Study Chapter VIII, pages 59 through 67. If you wish, you may ask the person who helps you to read the chapter with you the first time. Then read the chapter by yourself.

OUR CONSTITUTION AND GOVERNMENT

Lesson 8 Worksheet

Complete this worksheet by circling the letter alongside the answer you think is correct. When you have completed all the questions, fold on the dotted line to see the right answers. If you miss an answer, be sure to find out what the right answer is, and why, by checking in your textbook.

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1. Which of the following is *not* one of the branches of government within each state?

   a. The adversary branch
   b. The legislative branch
   c. The judicial branch
   d. The executive branch

2. What authority does each state have over the cities and towns within its boundaries?

   a. The state has no authority.
   b. The state has the authority to appoint mayors.
   c. The state has authority to restrict population size.
   d. The state has the authority to specify powers to be delegated to the city or town government.

3. A government where the citizens select officials who represent and govern them is called a

   a. puritan government.
   b. representative government.
   c. governmentalist government.
   d. rural government.

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4. Which of the following is a reason we enjoy living in a country that has our form of government?

   a. Every citizen has an equal chance to share in the government.
   b. Social changes can be made peacefully.
   c. The citizens enjoy personal freedom.
   d. All the above are reasons.

63

a.

FOLD HERE

d.

b.

FOLD HERE

d.

5. Which of the following is *not* a concept of a government "of the people, by the people, for the people?"

a. The government is attentive mostly to the rich.
b. The citizens are governed through chosen representatives.
c. There are equal rights for all citizens.
d. The government belongs to all the citizens.

6. The power to enforce the laws of your state government has been delegated to the

a. Superintendents of Schools.
b. Mayor
c. Governor
d. President

7. Who makes the ordinances for your city?

a. United States Senate
b. City
c. Governor
d. Local labor unions

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a.

c.

FOLD HERE

b.

FOLD HERE

How "the People" Use Their Final Authority

A voter entering the voting booth to cast her ballot

THE Declaration of Independence states that governments get their just powers from the consent of the governed. It also declares that every person has the right to life, liberty, and the pursuit of happiness. These two ideas form the basis for our way of life. Let us see what effect they have had upon the history of voting in our country.

We find that, during the early years of the United States, fewer than one-fourth of the men were allowed to vote. Some were not given this right because they did not belong to the church that was favored in a particular State. Others could not vote because they did not own a certain amount of land or property. No women were allowed to vote. Negroes and Indians were not allowed to vote.

The demands of the groups having no voting privileges were brought slowly to the attention of our leaders. From the cities came the cry of a great army of workers for a part in the Government. Doctors, lawyers, and other men of like occupations who did not own property also asked for the right to vote. All of them declared that they were citizens with rights and interests that could be protected only by representation from their groups. They said that the Declaration of Independence states that governments get their just powers from the consent of the governed. They were dissatisfied because members of their groups had no part in the Government.

By 1835 the demands of these groups had been heard, and almost all citizens who were white men over 21 years of age had been given the right to vote. In some States, however, a property tax, an educational requirement, or both had to be met. In 1864, the Twenty-Fourth Amendment prevented the disqualification of voters in Federal elections because of failure to pay a poll tax or other tax.

In 1868 the Fourteenth Amendment was passed. This amendment declared that all persons born or naturalized in the United States are citizens of the United States and of the State in which they reside. The right of Negroes to vote was made clear by the passage of the Fifteenth Amendment in 1870. This Amendment stated that the right to vote could not be refused a citizen because of race or color, or because he had been a slave. In 1924, Indians were given citizenship.

The fight for the rights of women began early in the history of our country. The Nineteenth Amendment, which protects the right of women to vote, was not passed until 1920. In 1971 the right to vote was extended to all otherwise eligible citizens eighteen years of age or older.

Now, all groups within our country have a part in its Goverment. Today, our Government gets its power from the consent of all its citizens. Today, we have the means by which we can protect our rights to life, liberty, and the pursuit of happiness.

YOUR ASSIGNMENT

Study Chapter IX, pages 68 through 75.

OUR CONSTITUTION AND GOVERNMENT

Lesson 9 Worksheet

Complete this worksheet by circling the letter alongside the answer you think is correct. When you have completed all the questions, fold on the dotted line to see the right answers. If you miss an answer, be sure to find out what the right answer is, and why, by checking in your textbook.

1. Which of the following is *not* an active political party?
   a. Republican
   b. Federalists
   c. Democratic
   d. All of the above are active political parties

2. Which of the following should be used in determining the best candidates for an office?
   a. Their wealth
   b. Their education
   c. Their family's origin
   d. Their quality of leadership

3. Which of the following is not a qualification citizens must have before they can vote?
   a. Must be a citizen of the United States
   b. Must be at least 18 years of age
   c. Must have paid at least $50 income tax
   d. Must have established residence in a state

4. Which of these is an important right in a democracy?
   a. The right to vote
   b. The right to keep others you don't like from living near you
   c. The right to pay taxes
   d. The right to receive free transportation

5. Which of the following allows the government to take away a citizen's right to vote?
   a. Conviction for a felony
   b. A traffic violation
   c. Moving from state to state too many times
   d. Not voting in three consecutive elections

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b.

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d.

c.

a.

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a.

Objectives of Our Federal Government

IN THIS LESSON you will study the objectives of our Federal Government. These objectives are the purposes and aims of our Government. Every citizen should understand the purposes of his Government.

You have already learned about the purposes of certain groups in this country. Most groups do have definite purposes. If a group fails to have worthy purposes or lacks power to carry out good ones, it will probably fall to pieces. Let us examine the objectives of some groups.

Several farmers who live south of a town want a better road to market. They may talk it over among themselves, and each one may do what he can to have the road improved. Or, they may have a meeting and organize for group action. In either case they want the road improved. They have a definite objective. If they are able to get the road improved, their objective need not be forgotten because roads need constant care. If, on the other hand, members of the group come to believe that nothing can be done about the road, the group probably will disband.

Suppose that there is a lodge in a certain community. We may observe that the members of the lodge meet and have a good time socially, that they give aid to fellow townsmen who are sick, and that they have other good objectives. We may seek membership in the lodge because we believe its objectives will benefit us and others. If we discover later that the lodge has stopped working toward good objectives, we may lose interest and give up our membership.

The Constitution is short. It can be printed in a dozen pages; yet it took the Convention four long, hot summer months to write it. It was hard for the delegates to agree on a new form of government. They thought and planned carefully. Many times they were ready to give up and go home. George Mason of Virginia said that he "would bury his bones" in Philadelphia rather than go home before the Union was made strong; so the faithful men worked on.

The men who wrote the Constitution explained its six objectives in the Preamble. These objectives are:

1. To form a more perfect Union.
2. To establish justice.

3. To insure domestic tranquillity.
4. To provide for the common defense.
5. To promote the general welfare.
6. To secure the blessings of liberty to ourselves and to our posterity.

YOUR ASSIGNMENT

Study Chapter X, pages 76 through 83.

OUR CONSTITUTION AND GOVERNMENT

Lesson 10 Worksheet

Complete this worksheet by circling the letter alongside the answer you think is correct. When you have completed all the questions, fold on the dotted line to see the right answers. If you miss an answer, be sure to find out what the right answer is, and why, by checking in your textbook.

1. Why is the government under the Constitution a "more perfect union" than it was under the Articles of Confederation?

   a. The Constitution was signed by more people.
   b. An organized police state was formed under the Constitution.
   c. More authority was delegated to the federal government.
   d. The Constitution was longer than the Articles of Confederation.

2. Which of the following is *not* a right you may enjoy under the Constitution?

   a. Voting
   b. Free speech
   c. Private property
   d. Titles of nobility

3. An example of a way the government promotes our general welfare is

   a. building highways.
   b. providing security.
   c. maintaining our nation's defenses.
   d. All of the above.

4. Which of the following statements best describes what is meant by "For every right we enjoy, there is a duty that we owe to others"?

   a. We must respect other people's rights in the course of practicing our rights.
   b. To enjoy the rights we desire, we must pay for them.
   c. It is part of the Constitution that the citizens should be in debt.
   d. For every right we have, other citizens have two.

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c.

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d.

d.

a.

FOLD HERE

5. Each of the following is a duty we as citizens owe to the government, except

a. voting.
b. owning a home.
c. obeying the laws.
d. supporting the Constitution.

6. Which of the following are examples of good citizenship?

a. Buying United States savings bonds
b. Doing volunteer work with the elderly
c. Learning about candidates for public office
d. All of the above

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b.

d.

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You can now refer to your book, *Final Tests* and take Final Test #3

When you have finished the test send it to your Correspondence Center for correction.

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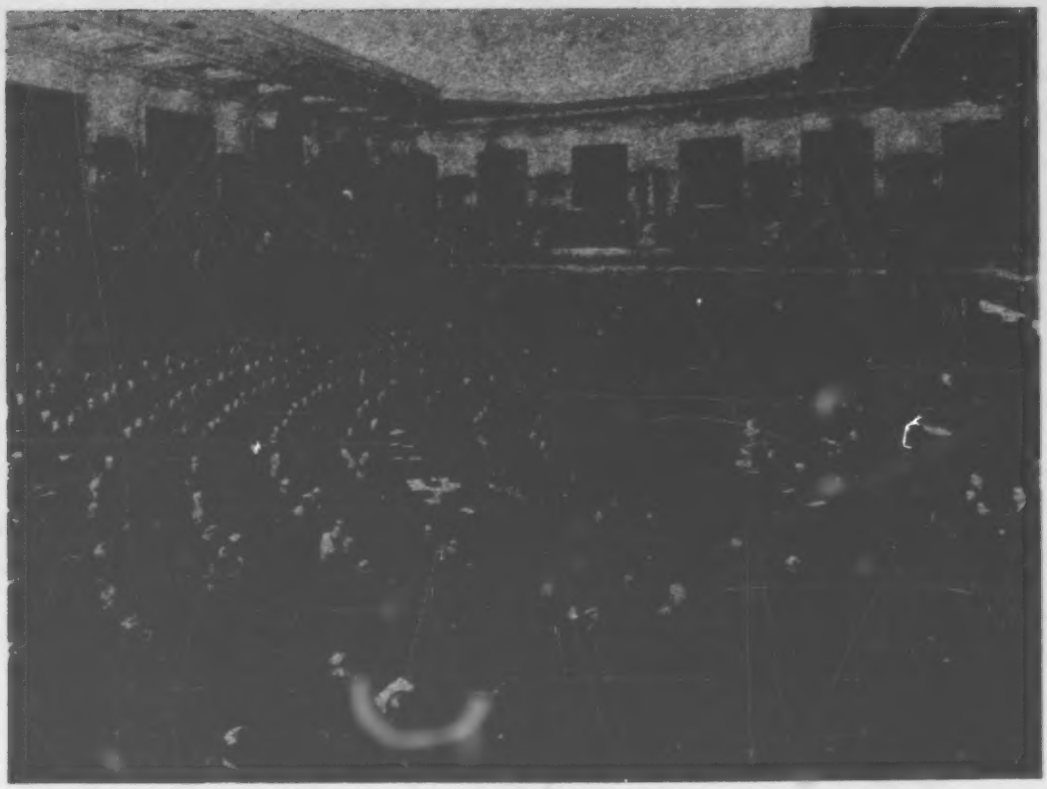
How the Congress in Our Federal Government Is Organized



The House of Representatives in Session

THE United States is nearly as large as Europe, but, instead of being divided into many Nations, it is one. Most of the people of the United States speak the same language. We read the same books and papers. We see the same pictures. We hear the same radio and television programs. We can all think and act as free people in a United Nation. Just what is it that makes the people of the United States one Nation?

Such things as trains, newspapers, radio, and television help very much to hold us together. But the real power that unites us as a Nation is our Federal Government. Our Federal Government is responsible for our being one people. The railroads, telephones, and the money we use depend on the work of our Federal Government. If our Government stopped working, the United States would stop being one Nation.

The laws made by our Federal Government make possible our national teamwork. The Senators and Representatives in the Congress make the national laws. In this lesson you will learn how the Congress is organized.

When some voters in one State want a Federal law passed, they probably ask one of their Congressmen to get it started. A Member of the House of Representatives may write a bill asking the Federal Government to set aside money for a new post office in a certain town in his district. Or perhaps the President may ask for a Federal law regulating some activity or work in connection with our general welfare. When a proposed law is being considered by the Congress, it is called a bill. In one Congress many thousands of bills may be started. Only a few ever become laws. If all the Members of the Congress had to study those thousands of bills, the Congress could never get its work done. A plan has been worked out by which the Congress is divided into small groups or committees, each of which deals with one particular kind of bill. In this way the work of studying all the bills is divided up.

Some of these committees are small; others are large. Each committee has a chairman. He is usually one who has had a great deal of experience in the Congress and is a man of influence. The Senate has 17 standing committees, while the House of Representatives has 21 standing committees. The subjects which they consider for laws have to do with various affairs of the Nation: defense, highways, education, etc. One of the most important committees considers all tax bills. A committee may introduce a bill, but usually its business is to consider bills given it for study.

YOUR ASSIGNMENT

Study Chapter XI, pages 84 through 94.

OUR CONSTITUTION AND GOVERNMENT

Lesson 11 Worksheet

Complete this worksheet by circling the letter alongside the answer you think is correct. When you have completed all the questions, fold on the dotted line to see the right answers. If you miss an answer, be sure to find out what the right answer is, and why, by checking in your textbook.

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1. Why do we have two Houses in the U.S. Congress?
   a. Both Houses can meet at once to save time.
   b. The two Houses are able to check the work of one another.
   c. Two Houses give more politicians jobs.
   d. All of the above.

2. The members of the U.S. Congress represent the
   a. states.
   b. President.
   c. Vice-President.
   d. Mayors of large cities.

3. What are two qualifications needed to be elected as a United States Senator?
   a. 18 years of age and a natural-born citizen
   b. 25 years of age and 7 years a U.S. citizen
   c. 30 years of age and 9 years a U.S. citizen
   d. 35 years of age and a natural-born citizen

4. Special powers of the House of Representatives include
   a. starting passage of all tax laws.
   b. the authority to impeach officials.
   c. choosing a President if no candidate receives a majority of electoral votes.
   d. All of the above.

FOLD HERE

5. Which of the following is *not* a good example of the system of checks and balances at work?
   a. The President vetoes a bill from Congress.
   b. The House of Representatives elects the Speaker of the House.
   c. The Supreme Court declares a law unconstitutional.
   d. The Senate approves people selected for the President's Cabinet.

b.

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a.

c.

d.

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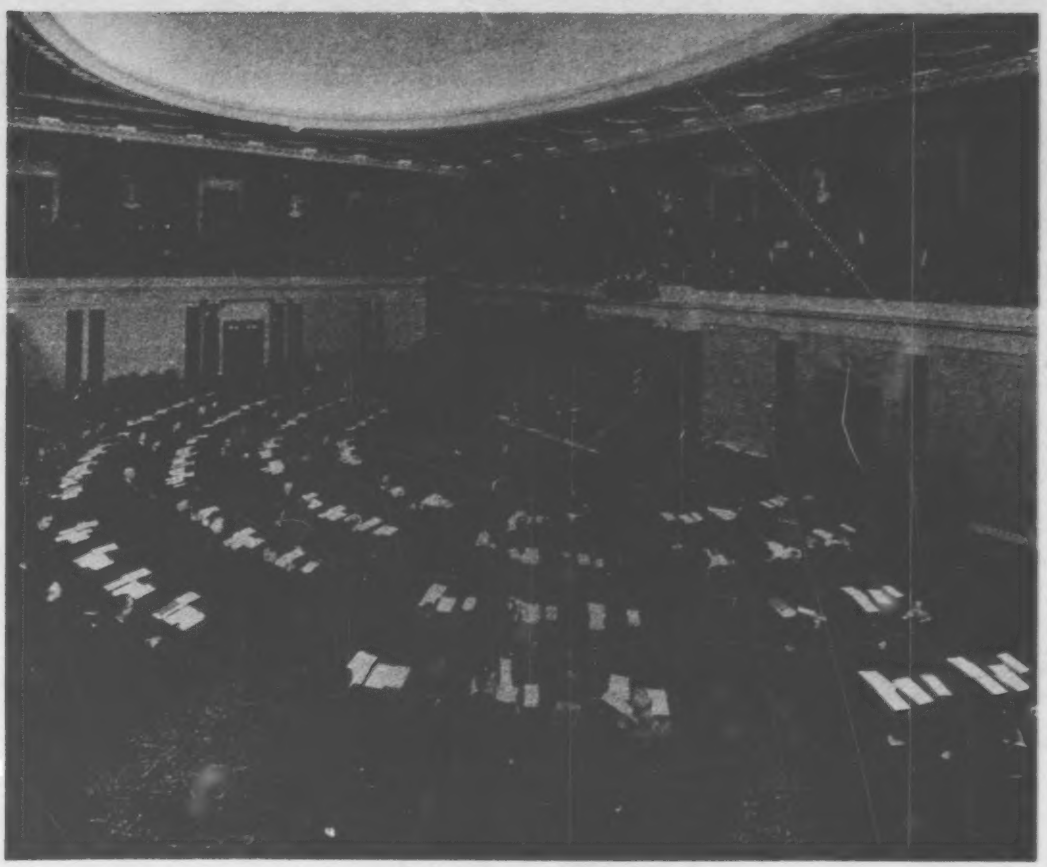
b.

81

What Laws the Congress May Make and How They Are Made



The Senate in Session

WE KNOW that Representatives and Senators go to Washington to make laws. The Constitution says what laws they may make and what laws they may not make. This lesson will tell something about how laws are made.

It is well for us to have some national laws that govern the whole United States. If each State had its own weights and measures, we might get a bigger gallon of something or a smaller pound of some article in one State than in another. The Constitution gives the Congress the right to make weights and measures the same in all the States.

You learned in Lesson 11 that much of the work of the House is carried on by committees. Each bill suggested in the Congress is referred to the proper committee for study. The committee members may ask that the bill be passed, or they may suggest that certain changes be made in it. When the House votes, it usually follows the suggestions of the committee. Sometimes no report is made on a bill, and it is allowed to die in committee.

The business of the Senate, like that of the House, is carried on largely through committee. Membership in these committees of Congress is determined by the length of time the Congressmen have been in office. Senators and Representatives with longest years of service are placed on the more important committees.

A bill is sometimes killed in the Senate by filibustering. By filibustering a few Senators can delay the vote on a bill and thus prevent its passage. This is possible near the close of the session when time for debate is short. Many different plans for delaying action are carried out by the Members who do not want a bill passed. Long speeches on any subject, a demand for a roll call, and reading of bills are some of the means employed. The Senators are able to do this because they have no rules to limit speech.

The closing hours of a session of the Congress are always busy ones. Committees and Members work to pass some particular measure. It is a common practice to stop the clock until business can be finished. Five minutes before the official closing time, the clock is started again. Then, when the hour arrives, the Congress closes.

YOUR ASSIGNMENT

Study Chapter XII, pages 95 through 103.

OUR CONSTITUTION AND GOVERNMENT

Lesson 12 Worksheet

Complete this worksheet by circling the letter alongside the answer you think is correct. When you have completed all the questions, fold on the dotted line to see the right answers. If you miss an answer, be sure to find out what the right answer is, and why, by checking in your textbook.

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1. How does the Constitution affect the Congress in passing laws?
   a. It does not affect the Congress at all.
   b. It states the powers of Congress.
   c. It gives all power to the President and none to Congress.
   d. It states that all laws must go to the Supreme Court before Congress votes on them.

2. Which of the following is *not* a type of business strictly regulated by federal laws?
   a. Railroads
   b. Automobile sales
   c. Telephone service
   d. Electric companies

3. Which of the following is an authority of Congress?
   a. Buying private property at fair market price for public use
   b. Spending money without specifying what it is being spent for
   c. Favoring one state over another in trade laws
   d. Taxing exports

4. What must happen before a bill can become a law?
   a. It must be signed by the President.
   b. It must pass the Senate.
   c. It must pass the House of Representatives.
   d. More than one of the above is true.

FOLD HERE

5. What is a veto?
   a. A change made in a bill by one of the Houses
   b. The recommendation of a House-appointed committee that a bill become a law
   c. The President's refusal to approve a bill
   d. The vote after the "third reading" of a bill

b.

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b.

a.

d.

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e.

6. Which of the following is true of a vetoed bill?
   a. It may become a law without the President's signature if passed by a two-thirds majority of both Houses.
   b. It becomes a law after ten days of no action by the Congress.
   c. A House committee can make it a law by unanimous vote.
   d. All of the above.

7. Which of the following is not an example of the financial powers of Congress?
   a. Taxing property
   b. Passing tax laws
   c. Coining money
   d. Appropriating money for governmental expenses

FOLD HERE

8. Laws on naturalization and weights and measures are examples of laws passed that
   a. are the authority of the state governments.
   b. cannot be amended.
   c. should be the same for all people of the United States.
   d. are not under the authority of Congress.

9. Which of the following actions may a President take on a bill passed by both Houses of Congress?
   a. Sign it
   b. Veto it
   c. Refuse to either sign or veto the bill
   d. All of the above

10. The powers given Congress do *not* include
   a. specifying income taxes to be collected.
   b. declaring war and raising armies.
   c. deciding what court cases will receive jury trials.
   d. borrowing money and regulating commerce.

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a.

a.

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c.

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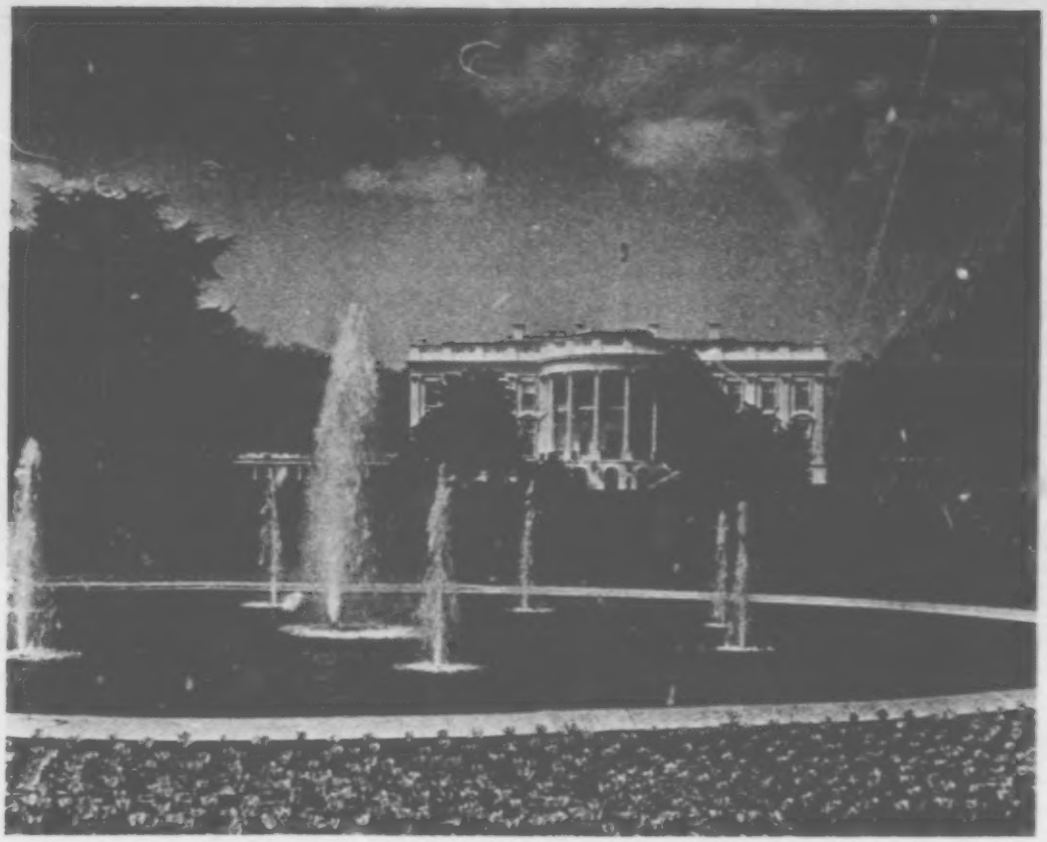
The President of the United States



The White House

THE White House, the home of our President and his family, was the first Federal building that was built in Washington, D.C. George Washington selected the site in 1792. He never lived in the city that bears his name, though he laid the cornerstone of the Capitol. The first President to live in the White House was John Adams. He moved into the White House in 1800. Fourteen years later, during the War of 1812, the White House was badly damaged by fire; only the

stone walls remained standing. The house was built again, and the stone was painted white to cover the marks of the fire. Thus, the building came to be known as the White House. The White House is a mile and a half from the Capitol. The wide street joining the two buildings is called Pennsylvania Avenue.

The White House is built on spacious grounds that slope gently to the south. Only special guests may enter the White House through the front entrance. Except during wartime tourists may walk through the grounds, but only a part of the White House is open to them.

On either side of the main building of the White House is a low wing. The east wing has an entrance for the general public who come to visit the building. The west wing houses the President's office, the Cabinet room, and the Conference room.

Our President lives a very busy life. He is responsible for the running of our Government, and he must have a thorough understanding of our problems. There are bills for him to sign. There are meetings with his Cabinet members. In wartime very grave questions come before the Nation, and the President must give the answers. The Department of Defense is guided by the President's decisions.

The President represents all the people. He does his very best to solve the problems of our Nation and to see that its needs are taken care of. In this way our Democracy is being kept for us.

YOUR ASSIGNMENT

Study Chapter XIII, pages 104 through 112.

OUR CONSTITUTION AND GOVERNMENT

Lesson 13 Worksheet

Complete this worksheet by circling the letter alongside the answer you think is correct. When you have completed all the questions, fold on the dotted line to see the right answers. If you miss an answer, be sure to find out what the right answer is, and why, by checking in your textbook.

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1. The two major political parties in the United States are the
   a. Democratic and Republican parties.
   b. Democratic and Federalist parties.
   c. Federalist and Republican parties.
   d. Republican and Socialist parties.

2. Which of these groups elect the President?
   a. The U.S. House of Representatives
   b. The U.S. Senate
   c. The Supreme Court
   d. None of these

3. What are two chief duties of the President?
   a. Enforce treaties and enforce laws made by the Congress
   b. Enforce laws and decide their constitutionality
   c. Make treaties and declare war
   d. Enforce treaties and pardon a state conviction

4. How do members of the Electoral College usually decide how to vote for President?
   a. They vote for the leading candidate in the national polls.
   b. They vote their own personal preferences.
   c. They vote for the candidate who receives the most votes in the electors' own state.
   d. They vote for the candidate who pays the most taxes.

FOLD HERE

5. The President gets his authority to lead Congress from the
   a. House of Representatives.
   b. People and the Constitution.
   c. Senate.
   d. Supreme Court.

a.

FOLD HERE

d.

a.

c.

FOLD HERE

b.

90 A

6. The President exercises his lawmaking authority by
   a. deciding the constitutionality of laws.
   b. determining the size of the Armed Forces.
   c. taxing exports.
   d. signing or vetoing bills.

7. The phrase "Senatorial Courtesy" refers to
   a. the junior Senator from a state allowing the senior Senator to introduce a bill in the Senate.
   b. the standing of the members of the senate when the Vice-President enters.
   c. A Congressman allowing a Senator to address the House of Representatives.
   d. the President talking to Senators of a particular state about filling federal offices in that state.

8. Which of the following would disqualify a candidate from being President?
   a. Being over 65 years old
   b. Being a naturalized citizen
   c. Being a resident of the United States for only 15 years in a row
   d. Having already served a term as President

9. How many Presidential electors are allowed to each state?
   a. The number of U.S. Senators plus the number of U.S. Representatives
   b. One elector for every 15,000 voters
   c. The number varies and is set each election by the Supreme Court
   d. Twenty-five from each state

10. If no candidate for the Presidency receives a majority of the total votes, the President is chosen by
   a. another election held on the first Tuesday of December.
   b. the Supreme Court from the qualified candidates.
   c. the House, from among the three candidates who received the most votes.
   d. the Senate, from among the two candidates who received the most votes.

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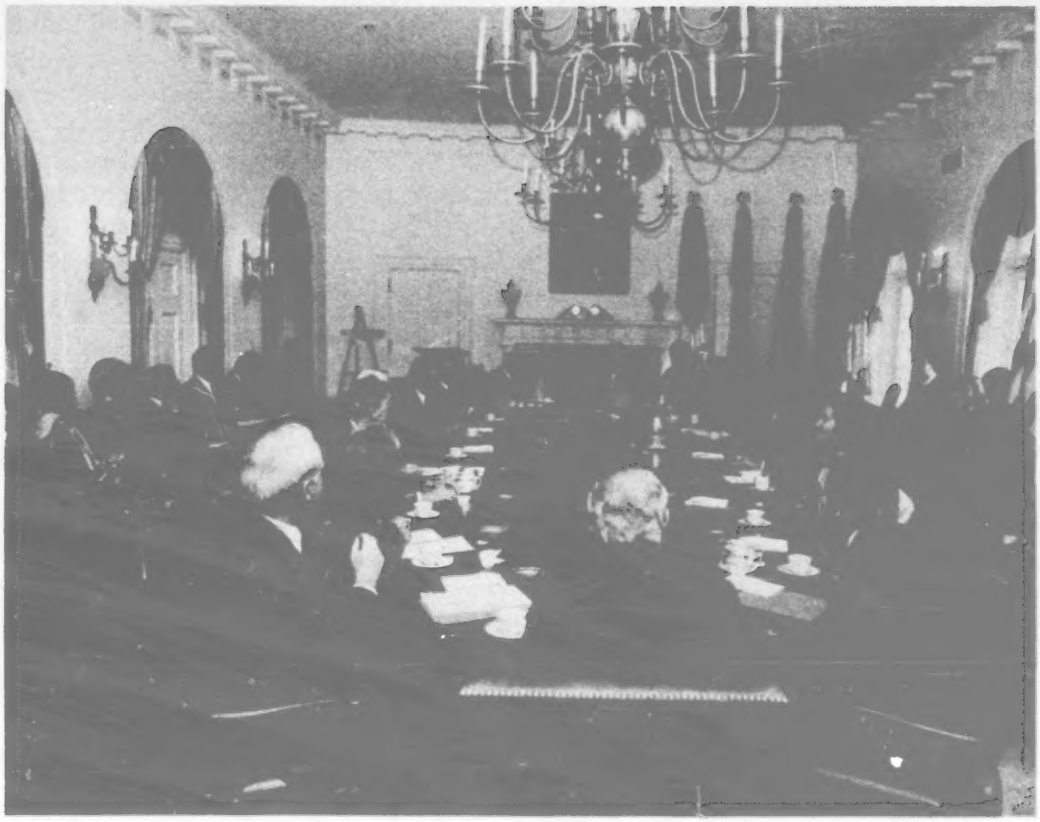
The President's Cabinet



The President's Cabinet and Other Advisers

A LARGE business firm could not do its work well if it did not have some form of organization. A large bank, for example, is organized under a president and a board of directors. The president is the chief officer. The board of directors helps him to plan the work of the bank. Other officials, such as tellers, cashiers, and clerks, carry on the work of the bank. The reports of these officials are checked by the bank president and directors.

The Government of the United States is a big business. Each year it collects billions of dollars from its people. Often it borrows billions of dollars. Thousands of people are employed by the Government.

Our Government performs many different kinds of services for us. It carries our letters. It coins money and protects its value. It regulates National banks and protects the people against loss of their savings. It lends money to businessmen, to farmers, and to home owners. It regulates railroads and builds roads. It administers the social security programs. It cares for the poor and helpless. It punishes people who break the laws of the United States. It tries to develop good will and peace with other nations.

The President is the Chief Executive of the United States. He has many duties to perform. Like the President of a bank, he cannot do alone all the work of a big business. The President appoints the heads of the executive departments of the Government. These persons make up the President's Cabinet. They advise the President on important matters and help him to carry on the work of the Government.

When George Washington was President, his Cabinet was made up of four members. They were the Secretary of State, the Secretary of the Treasury, the Secretary of War, and the Attorney General.

As the business of the Goverment grew, the Congress added other departments. Now there are 12 executive departments with Cabinet status, and a number of independent agencies in the United States Government. Each one of these manages certain services of the Government. Each has many offices and employs many people.

This lesson will help you to understand why it is possible for our Government to render so many services so well. You will learn what work each agency of the Government does to help the President.

YOUR ASSIGNMENT

Study Chapter XIV, pages 113 through 121.

OUR CONSTITUTION AND GOVERNMENT

Lesson 14 Worksheet

Complete this worksheet by circling the letter alongside the answer you think is correct. When you have completed all the questions, fold on the dotted line to see the right answers. If you miss an answer, be sure to find out what the right answer is, and why, by checking in your textbook.

1. Which of these is the oldest Cabinet department?
   a. Department of Treasury
   b. Department of Defense
   c. Department of Justice
   d. Department of State

2. Following the death or removal of the President, the order of successors is
   a. Vice-President, Secretary of State, Speaker of the House of Representatives.
   b. Vice-President, Speaker of the House of Representatives, President *pro tempore* of the Senate.
   c. Vice-President, Secretary of State, President *pro tempore* of the Senate.
   d. Vice-President, Attorney General, Secretary of State.

3. Which of the following is *not* a member of the President's Cabinet?
   a. Chief of the Environmental Protection Agency
   b. Secretary of Agriculture
   c. Attorney General
   d. Secretary of Interior

4. In the Constitution, the President's Cabinet
   a. is not mentioned.
   b. is limited to 13 members.
   c. is given its authority.
   d. is given leadership of the House of Representatives.

5. Which of the following are duties performed by our diplomatic representatives in other countries?
   a. Issue visas
   b. Help make treaties
   c. Prepare reports for the President
   d. All of these are duties of our diplomats

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d.

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b.

a.

a.

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d.

6. Looking after the money matters of the federal government is the responsibility of the Department of

a. Commerce.
b. Defense.
c. Treasury.
d. Health, Education and Welfare.

7. Issuance of visas and passports is the responsibility of the Department of

a. Justice.
b. State.
c. Transportation.
d. Labor.

FOLD HERE

8. Development of rivers and harbors is the responsibility of the Department of

a. Interior.
b. Agriculture.
c. Transportation.
d. Defense.

9. The Immigration and Naturalization service is the responsibility of the Department of

a. Justice.
b. Treasury.
c. Defense.
d. State.

10. Protection of trade on the high seas is the responsibility of the Department of

a. Transportation.
b. Commerce.
c. Health, Education and Welfare.
d. Defense.

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11. Helping the farmer is the responsibility of the Department of

a. Commerce.
b. Health, Education and Welfare.
c. Interior.
d. Agriculture.

c.

b.

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12. The control of public lands of the United States is the responsibility of the Department of

a. Transportation.
b. Commerce.
c. Interior.
d. State.

13. Taking the census is the responsibility of the Department of

a. Treasury.
b. Labor.
c. Commerce.
d. Health, Education and Welfare.

FOLD HERE

14. Regulating foreign interests in the United States is the responsibility of the Department of

a. Interior.
b. Commerce.
c. Labor.
d. State.

15. Planning to prevent waste of natural resources is the responsibility of the Department of

a. Agriculture.
b. Housing and Urban Development.
c. Interior.
d. Commerce.

16. Coining metal money and printing paper money is the responsibility of the Department of

a. Transportation.
b. Treasury.
c. Commerce.
d. Justice.

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17. The Great Seal of the United States is the responsibility of the Department of

a. State.
b. Defense.
c. Interior.
d. Treasury.

c.

c.

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d.

c.

b.

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a.

18. Collecting taxes is the responsibility of the Department of
    a. Commerce.
    b. Treasury.
    c. Health, Education and Welfare.
    d. Justice.

19. Training soldiers is the responsibility of the Department of
    a. State.
    b. Treasury.
    c. Defense.
    d. Justice.

20. The control and study of disease is the responsibility of the Department of
    a. Defense.
    b. Housing and Urban Development.
    c. Interior.
    d. Health, Education and Welfare.

21. Social Security is the responsibility of the Department of
    a. Health, Education and Welfare.
    b. Treasury.
    c. Labor.
    d. Transportation.

22. Encouraging private home building and mortgage lending is the responsibility of the Department of
    a. Interior.
    b. Housing and Urban Development.
    c. Commerce.
    d. Labor.

23. Research and development in the field of transportation is the responsibility of the Department of
    a. Commerce.
    b. Labor.
    c. Transportation.
    d. Housing and Urban Development.

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c.

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The Federal Courts and Their Work

The Supreme Court of the United States

Louis XIV, who ruled France from 1643 to 1715, said "I am the State!" This meant that his word was law. Many a king has believed that he was the State. Dictators have had the same idea.

The men who wrote the Constitution did not believe that any man is the State. They believed that the people are the State. The people have the right to make the laws, to explain the laws, and to enforce them. The Fathers of the Constitution wanted to be free. They wanted to be sure that their children and

their children's children would be free. They did not believe that all the power should be in the hands of one person or a group of persons. So they planned a government with three branches. One branch makes the laws. Another branch explains the laws. A third branch enforces the laws.

Under the Articles of Confederation the Congress could decide differences between States, but there was no Federal court to explain the laws of the Congress. The makers of the Constitution wanted to correct this weakness. They wrote in the Constitution:

> The judicial power of the United States shall be vested in one Supreme Court, and in such inferior courts as the Congress may from time to time ordain and establish.

The Supreme Court of the United States meets in the Supreme Court Building. It stands east of the National Capitol. It is a beautiful building of white marble. The figures over the entrance represent our national ideas of law and liberty. Above the main entrance appear the words, "Equal Justice Under Law."

At the front of the beautiful courtroom on a raised platform is a long bench. When the Supreme Court is in session, the nine justices sit in the nine chairs back of the long bench. They look very dignified in their long black robes.

The Supreme Court is in session from October until May. Each day the sessions are open to the public. However, no one is permitted to attend the Saturday session, because the justices hold their weekly conference at that time. They talk over the cases that they have heard and they vote on them. On the following Monday their decisions are given out.

These justices are charged with the important duty of explaining the Constitution. Sometimes the Supreme Court declares that a law passed by the Congress is not constitutional. John Marshall was the first Chief Justice to declare that a law was not constitutional. He had been in the Revolutionary War. He saw that government under the Articles of Confederation was weak. He believed that a strong Federal Government was needed to make the United States a great Nation. John Marshall found in the Constitution many things that were not plainly stated. He made court decisions that helped to make the Federal Government stronger. Someone has said of him, "He found the Constitution paper and made it power. He found it a skeleton and made it flesh and blood."

As you study this lesson, you will learn about the judicial branch of our Government. You will understand better how the Federal courts serve the people.

YOUR ASSIGNMENT

Study Chapter XV, pages 122 through 131, in the textbook.

OUR CONSTITUTION AND GOVERNMENT

Lesson 15 Worksheet

Complete this worksheet by circling the letter alongside the answer you think is correct. When you have completed all the questions, fold on the dotted line to see the right answers. If you miss an answer, be sure to find out what the right answer is, and why, by checking in your textbook.

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1. Which of the following is *not* a service that the judicial branch of the federal government gives to the people?
   a. Settling disputes between states
   b. Interpreting the Constitution and laws
   c. Keeping the United States on good terms with other nations
   d. Keeping federal and state governments within limits of their authority

2. The Court of Appeals and the District Courts were established by Congress to
   a. keep the work of the Supreme Court from becoming too heavy.
   b. check the work of the Supreme Court.
   c. keep the Supreme Court from becoming too powerful.
   d. give judges training for possible Supreme Court positions.

3. Which of the following is *not* a special court that the Congress has set up?
   a. Court of Claims
   b. Transportation Court
   c. Court of Customs
   d. Tax Court

4. To do justice without respect to persons and to do equal right to the poor and to the rich is a part of the oath
   a. taken only by Supreme Court judges.
   b. taken only by District Court judges.
   c. taken by all judges of the federal courts.
   d. taken by the President.

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5. The one court that cannot be abolished by the Congress is the
   a. Court of Claims.
   b. Court of Military Appeals.
   c. Supreme Court.
   d. Court of Appeals.

c.

FOLD HERE

a.

b.

c.

FOLD HERE

c.

6. Who is in charge when the Supreme Court is in session?
   a. Chief Justice
   b. President
   c. Vice-President
   d. Secretary of Justice

7. The Supreme Court judges are chosen
   a. By popular vote of the people
   b. By the President with agreement of the U.S. Senate
   c. By the President with agreement of the House of Representatives
   d. By the Congress of the United States

FOLD HERE

8. Because claims that were presented directly to Congress required too much time, Congress in 1855 set up
   a. the Court of Customs.
   b. the Court of Appeals.
   c. the Court of Claims.
   d. the Court of Military Appeals.

9. Why does the Constitution state that the pay of the judges of the federal courts shall not be reduced while they are in office?
   a. To guarantee a livable wage for judges
   b. To keep the federal budget at a steady level
   c. To keep the taxpayers from complaining about higher pay
   d. To be sure that judges are free from control by Congress

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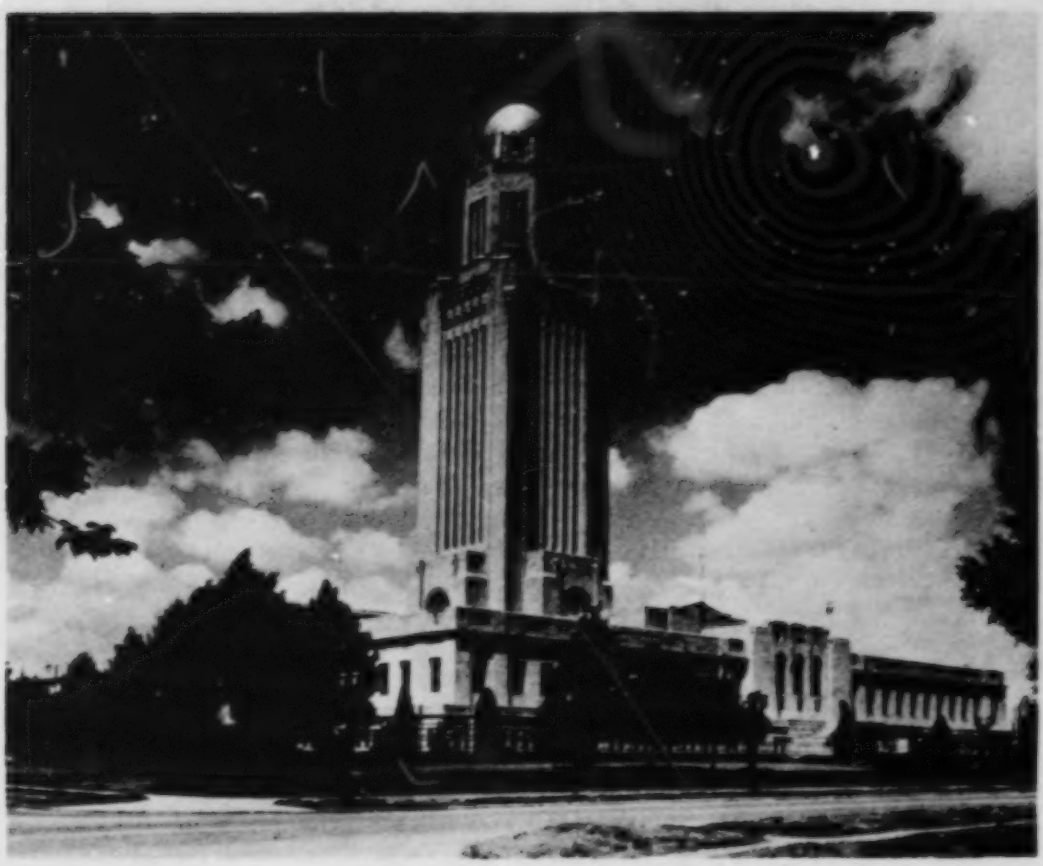
You can now refer to your book, *Final Tests* and take Final Test #4.

When you have finished the test send it to your Correspondence Center for correction.

The Purposes and Organization of State Governments



The Nebraska Statehouse

THE citizens of Nebraska are very proud of their fine Statehouse. The beautiful capitol grounds cover four city blocks. The charm of the capital itself lies in its simple lines. From a square base of two stories rises a simple tower, four hundred feet high. This is crowned with the fine figure of the "Sower" planting seed. The blue and gold of the dome blend into the changing colors of the sky. In the

early morning and late in the evening the colors blend in soft tones. The tower is a stately monument when it is lighted at night by giant searchlights.

At the north entrance of the State House is a carving of buffaloes, representative of the pioneer spirit. Over this doorway appear the words, "The salvation of the State is the watchfulness of the citizen."

The floor and ceiling inside the north entrance are arranged in beautiful color patterns. At this entrance a visitor may register his name and address. Visitors enjoy seeing the wall paintings and the fine inlaid floors in the capitol. If the legislature is in session, the visitor may watch it. To get a good view of the legislature, the visitor will go up the stairs to the balcony.

Nebraska's one-house (unicameral) legislature meets in the large room that was made for the house of representatives. Visitors from many States and foreign countries come to watch the work of this legislature. Each man in the legislature is called a senator. The lieutenant governor presides. Visitors may listen to the debates, the roll calls, and the final votes on the bills. The electric voting machine interests them. A senator presses an electric button on his desk. His vote is recorded by a red or a green light on the electric voting board, which is at the front of the legislative room.

From the rotunda a visitor turns to the left to see the beautiful room that is used for committee hearings. The bright blue color used on the doorway is the color that is most loved by the American Indians. These committee hearings are open to visitors. Any citizen is welcome to hear or present arguments for or against the bill which is "up before the committee."

The State supreme court room is so quiet that a whisper can be heard across the room. This room is known for its fine workmanship in many kinds of beautiful wood. Not many people visit the court when it is in session because the cases are being reviewed from lower courts.

Foreign visitors have declared that the Governor's reception room is one of the most beautiful rooms in the world. The Governor's private office is likewise a beautiful room. The Governor's hearing room is sound proof like the supreme court room.

You, too, are proud of your State. You will wish to learn more of your own State government. You will no doubt wish to visit your own State capitol. In this lesson you will study about State governments. You will wish to help to make your State government better. By working with other good citizens of your State, you can make your State one of which to be proud.

YOUR ASSIGNMENT

Study Chapter XVI, pages 132 through 140.

OUR CONSTITUTION AND GOVERNMENT

Lesson 16 Worksheet

Complete this worksheet by circling the letter alongside the answer you think is correct. When you have completed all the questions, fold on the dotted line to see the right answers. If you miss an answer, be sure to find out what the right answer is, and why, by checking in your textbook.

1. How does your state protect the health of its people?
   a. By licensing doctors, nurses, beauty operators, barbers
   b. By examining food and drugs, keeping up hospitals
   c. By inspecting mines, factories, controlling liquor sales
   d. All of the above

2. Which of these is a way the state protects the lives of its people?
   a. By having everyone of voting age pass a state constitution test
   b. By requiring two years of military duty after high school
   c. By establishing savings accounts for the elderly
   d. By maintaining a state militia

3. How is the organization of your state government like that of the federal government?
   a. There are three branches of the government.
   b. There is a legislature.
   c. There is a chief executive and department heads.
   d. All of the above.

4. Wage and hour laws were developed to protect
   a. non-union workers.
   b. children.
   c. women.
   d. all workers.

5. What are the three branches of all state governments
   a. Executive, legislative, judicial
   b. Executive, federal, judicial
   c. Executive, legislative, capital
   d. Judicial, federal, corporal

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112

6. What type of legislature do almost all states have?
   a. One House
   b. Two Houses
   c. Unicameral
   d. Trilateral

7. Many local governments furnish their residents with
   a. a pure water supply.
   b. street improvement.
   c. fire protection.
   d. all of the above.

8. Why do people in towns and villages need to set up their own local government?
   a. To gain authority to improve the community and carry out the people's wishes
   b. Because the law says they must or they will forfeit their rights
   c. To prevent excessive taxing of the goods produced in the area
   d. To keep a balance of power at the federal level

9. In what way can you cooperate with health officials in controlling contagious diseases?
   a. Always follow your neighbor's advice about the disease
   b. Consult a current almanac, as to prevention and cure
   c. Stay indoors during cold weather and keep the heat at warm temperatures
   d. Report diseases, observe quarantine rules

10. How can you benefit from a public library?
   a. By increasing your knowledge through books and other cultural benefits
   b. By being able to buy books at a reduced rate
   c. By selling books to the libraries to get tax deductions
   d. All of the above

11. Which of the following is *not* an example of how garbage disposal plants help the people of a city?
   a. By preventing spread of disease
   b. By preventing rats
   c. Cutting down on town taxes
   d. Avoiding unpleasant odors

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114

12. What is an example of the important documents a county keeps on official record?

a. Marriage and birth certificates
b. List of registered voters
c. Contracts, mortgages and election results
d. All of the above

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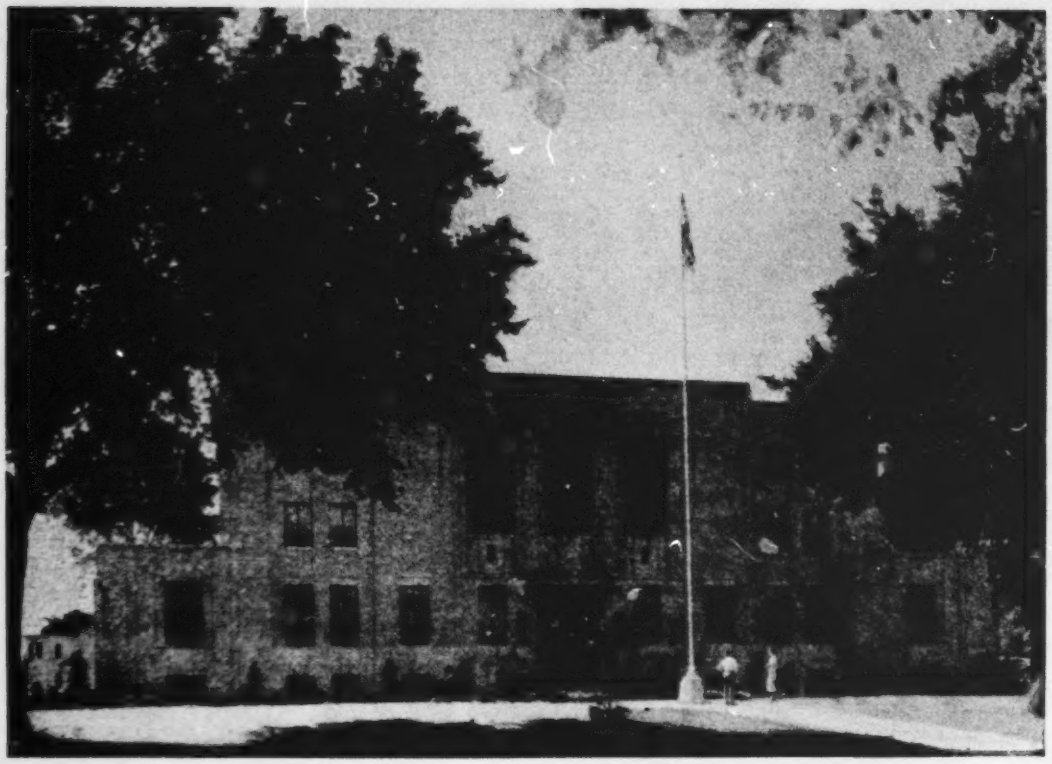
The Purposes and Organization of Local Governments



A County Courthouse

THE people of the United States have always believed in the right of self-government. Ever since the first settlers came from England, our people have made and enforced the laws governing the community in which they live.

We are willing to have the Federal Government control the departments that affect the welfare of the Nation, and we believe that the State governments should have charge of State organizations. We insist, however, that the people

1-17

of a community shall control and direct those services that come closest to them, such as local schools, fire departments, waterworks, and sewage systems.

We find, then, that several kinds of local governments have grown up in the United States. In a few of the States the township is the unit of local government, in others the county is the local unit; and in still others both counties and townships have been organized.

The township first came into being in the New England "town." It included a village and the nearby country. The people of New England lived near one another in settlements so that they could help each other provide food and shelter and fight the Indians. They found it necessary, therefore, to have some rules to govern their actions. Each settlement became an independent self-governing unit with its town meeting open to all qualified voters of the town. Thus, the early settlers of New England controlled and directed their local affairs. The town or township is still an important unit of government in the New England States.

The county form of local government came into being in our country in colonial days of Virginia.[1] It was better suited to Virginia and the southern colonies than the township plan, because in Virginia and the southern colonies the population was spread out over wide areas. There the climate was milder, the soil richer, and the danger from Indians less. So the settlers of the South did not need to live in groups or settlements. Instead, they settled on large plantations at some distance from each other. Since it was not easy for them to come together in a town meeting, a county unit of local government was adopted. It was much like the "shire" or county of England. Its area was several times that of a New England township. It was governed by county officers, usually elected to represent the people.

As the territory of the United States grew and new States developed, the township plan and the county plan followed different paths across the country. The plans were modified and often were combined to form a county-township plan. Many of the Midwestern and Western States adopted some type of the county-township organization. In fact, the township in several States is now not much more than an election district.

Counties and townships do State work as well as local work. Both enforce State laws within their boundaries and help in State elections. They collect State taxes and cooperate in other ways with the State.

Villages and towns have their own local governments in order to keep for their communities direct control over local needs. Like counties and townships,

[1] In Louisiana these subdivisions are called Parishes; however, the organization is the same as that of a county.

they owe their being to the State under whose authority they were created. They remain under the authority of the State. But State governments as a rule do not interfere with local affairs. They are content to set up limits beyond which local governments may not go.

Local self-government in this country is as old as the first settlement. It may be called an outstanding part of our democracy. As we fight to defend our Nation, we fight to defend our right to local self-government.

In the lesson assignment in your textbook, you will study the way in which local—city, village, and county—governments are organized.

YOUR ASSIGNMENT

Study Chapter XVII, pages 141 through 150.

OUR CONSTITUTION AND GOVERNMENT

Lesson 17 Worksheet

Complete this worksheet by circling the letter alongside the answer you think is correct. When you have completed all the questions, fold on the dotted line to see the right answers. If you miss an answer, be sure to find out what the right answer is, and why, by checking in your textbook.

1. A group of persons having authority to meet and consider important matters is called a
   a. fraternity.
   b. council.
   c. bylaw.
   d. mayor
2. Which of the following is *not* a general form of city government?
   a. Bicameral plan
   b. Mayor-council plan
   c. City commission plan
   d. City manager plan
3. How does a village or small town get the authority to set up its own government?
   a. It asks the state for authority to become an incorporated village or town.
   b. It petitions the federal government for help.
   c. It elects a town planner and he or she goes to the state capitol to ask for help.
   d. It contacts a neighboring community and models itself after their local government.
4. Under what form of city or village government are most communities organized in your State?
   a. Consolidated city workers
   b. Appointed trustees
   c. Mayor, city-council
   d. City manager
5. Judges of the city courts are often
   a. appointed by the city manager.
   b. appointed by city-council members.
   c. elected by the city businessmen.
   d. elected by the people in the city.

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b.

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a.

a.

c.

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d.

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6. How are the judges in your state courts usually chosen?

a. Elected by the public
b. Appointed by the state's senators
c. Elected by the state legislature
d. Appointed by federal judges

7. Which of the following is *not* usually necessary for a bill to become a law in most state legislatures?

a. The bill must pass both Houses of the legislature.
b. The bill must be approved by an appropriate committee.
c. There must be demonstrations by those opposing the bill.
d. The bill must be signed by the governor.

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8. Who is considered the chief executive of your state?

a. The governor
b. The secretary of state
c. The presidential appointee
d. The senior United States Senator

9. What are the two general classes of cases over which the state courts have authority?

a. Criminal and federal cases
b. Criminal and civil cases
c. Civil and federal cases
d. Legislative and civil cases

10. Which of these is not a natural resource of your state?

a. Cotton
b. Timber
c. Fish
d. Water power

FOLD HERE

11. How can your state save its natural resources?

a. By practicing conservation
b. By educating the public on the issue of conservation of natural resources
c. By planning for the future (public consumption of natural resources)
d. All of the above

a.

c.

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a.

b.

a.

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d.

123

12. How can you be a good citizen of your state?

a. By voting and being aware and informed about current events in your state
b. By voting the way your neighbors do
c. By not obeying the laws you think are right
d. By not questioning the actions of your public officials

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You can now refer to your book, ***Final Tests*** and take Final Test #5.

When you have finished the test send it to your Correspondence Center for correction.

How We Pay for Our Governments

You can read in any newspaper about many things the Government is doing. We say that the Government is "giving" many more services to us now than it did in years past. These services could not be provided for us if we did not pay taxes. The Government really gives us nothing. Everything it does is paid for through taxes or fees.

Chapter XVIII in your textbook tells how we pay for our governments. It is an interesting lesson because it deals with taxes. Since all of us pay taxes, we need to learn as much as we can about them. You may learn about some taxes that you did not know about before you read the lesson.

To help you understand the more common kinds of taxes, let us study the taxes paid by one family. Let us call this family the Smith family. The members of the family are John Smith, his wife, and their two small children. The Smiths live in a small city. They own their own home, some furniture, a radio, and a car. John works in a factory. He is a trained worker. He earns $180 per week with extra pay for extra hours.

The Smiths know that their Government does many things for them to make their lives safe and happy. They know, too, that it costs the Government a large amount of money to do these things. So they are glad to do their part by paying taxes, which help the Government to pay its bills.

What taxes do the Smiths pay? Among them are Federal, State, county, and city taxes. An income tax is paid to the Federal Government. In some States Mr. Smith would also pay a State income tax. The taxes that the Smiths pay to the local government are called property taxes. They are the taxes on their house, car, furniture, and any other personal property that they may own.

The Smiths help to pay the cost of government in other ways. For example, they must buy a license for their car. This money goes to the State. John and his wife each must pay the State for a license to drive the car. They must pay the State for license to hunt and to fish.

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Other taxes that are paid by the Smiths are included in the price of articles that they buy. There is a tax on face powder, gasoline, tires, tubes, luggage, pocketbooks, and many other things.

Keep your own tax bill in mind as you study this lesson. See how many taxes you pay and how much you pay. You will then have a better idea of how you help to pay for the services that the Government gives you.

YOUR ASSIGNMENT

Study Chapter XVIII, pages 151 through 160.

OUR CONSTITUTION AND GOVERNMENT

Lesson 18 Worksheet

Complete this worksheet by circling the letter alongside the answer you think is correct. When you have completed all the questions, fold on the dotted line to see the right answers. If you miss an answer, be sure to find out what the right answer is, and why, by checking in your textbook.

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1. Why do we pay taxes?
   a. To help keep down the price of out of state goods
   b. To support government, police and fire protection, public education, and other services
   c. To support local corporations and keep them out of debt
   d. Because European governments used a system of taxation and found it very successful

2. What are four types of taxes?
   a. Health care, child care, car, home
   b. Income, tuition, excise, dry goods
   c. Sales, property, inheritance, income
   d. Income, death, property, luxury

3. What must property tax be paid on?
   a. Buildings, homes, land
   b. Mail delivery, acreage, cars, boats
   c. Livestock, real estate, dependents, liquor
   d. Jewelry, stock holdings, food

4. What is a statement of expected tax money and expected public expenses called?
   a. Declaration
   b. A tax assessment
   c. A budget
   d. Federal bill proposal

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5. Which of these is the most important part in knowing and understanding how the public's money is spent?
   a. Each citizen should study the taxes he pays.
   b. Each citizen should keep a ledger.
   c. Each citizen should attend business courses.
   d. Each citizen should watch the news on television.

b.

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a.

c.

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a.

6. The federal budget is not law until it is passed by
   a. a presidential committee.
   b. a state commission.
   c. a judicial body.
   d. the U.S. Congress.

7. What do we call the tax on the right to leave property or money to another person when one dies?
   a. Income tax
   b. Inheritance tax
   c. Direct tax
   d. Property tax

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How Our Different Governments Work Together

Federal and State groups work together to build good roads

Our country is made up of many different groups. These groups work together in order to get things done. One of these groups is the family. Every member of the family helps by doing his part. Families work with other families so that all may live better. Groups of families make up a town or a city. These families work to make their town or city a better place in which to live.

A ball team is another group that must work together to win. If the members of the team do not work together, they will not win their games. A good team knows this.

Our different governments work together in order to build a stronger country. The Nation, the States, the towns, and the cities work together to make our country a perfect Union. Our Nation would soon fall to pieces if the different governments did not work together. We might have 50 States or thousands of towns and cities each concerned with its own affairs only, instead of the building of a strong Nation.

Chapter XIX in your textbook tells you why and how our governments work together. Read the chapter carefully. You will want to learn all the facts that it teaches.

YOUR ASSIGNMENT

Study Chapter XIX, pages 161 through 168.

OUR CONSTITUTION AND GOVERNMENT

Lesson 19 Worksheet

Complete this worksheet by circling the letter alongside the answer you think is correct. When you have completed all the questions, fold on the dotted line to see the right answers. If you miss an answer, be sure to find out what the right answer is, and why, by checking in your textbook.

1. Which are four different governments that work together?
   a. Fiscal, federal, state, county
   b. Federal, state, county, city
   c. Local, national, mayoral, council
   d. Federal, state, corporal, judicial

2. Because our different governments work together, our nation is
   a. supplied with more services and is stronger.
   b. a fine example of the melting pot concept.
   c. able to organize very few social programs.
   d. All of the above.

3. Which of the following is an advantage we have because the different governments work together?
   a. More people have jobs at the federal level.
   b. Other nations look upon us favorably and want to trade with us.
   c. More services are available for all our people.
   d. We pay lower taxes.

4. When a lawbreaker is returned to the state where he committed a crime, we see this as an example of
   a. how the different government groups work together.
   b. how well our jail system works.
   c. how successful checks and balances are.
   d. a writ of habeas corpus.

5. What are some of the ways in which the federal government works with the states?
   a. Building roads
   b. Conserving natural resources
   c. Improving crop quality
   d. All of the above

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c.

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d.

6. Approving constitutional amendments and electing senators and representatives for the U. S. government are ways in which

a. people learn about the judicial system in the U. S.
b. the President sees over state affairs.
c. the Cabinet exercises its power.
d. the state works with the federal government.

7. Common use of bridges, sharing water supplies, trading, accepting each other's laws, and returning lawbreakers are ways in which

a. states work together.
b. neighbors live communally.
c. the United Nations helps nations get along.
d. the House of Representatives and the Senate balance their powers.

8. How does the state work with the local governments?

a. The state supports schools, roads and hospitals.
b. The state has a police force and court system.
c. The state provides welfare programs, public parks, and pure water.
d. All of the above are true.

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d.

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Ways in Which Our Government Groups Work With Citizens

IT HAS been said that many of us do not fully realize the extent to which our Government cooperates with us in making our communities better places in which to live. Let us then consider some of the more common governmental services we enjoy in our everyday lives. We may then place a higher value on the cooperation that the Government gives us and, in turn, be more cooperative ourselves.

A good place to start is in our homes. There is the bottle of milk, for example, which the milkman leaves at our door. What services does our Government give us concerning such a common thing as a bottle of milk? The answer is that the Government inspects and regulates the dairy that supplies us with the milk. We are assured that the herd that produces the milk is healthy, and that the dairy barns and equipment are sanitary. We are assured, too, that the workers in the dairy are healthy. We are reasonably certain that the bottles have been carefully cleaned and that the milk reaches our door pure and safe to use.

Our Government not only helps us to get pure foods but it also helps us obtain the quality and quantity of food for which we pay. It sees to it that the people who package or wrap certain foods use honest labels. The label must show who packaged the food and how much the package contains.

The Government helps us, too, by inspecting the scales and measures where we buy foods and other products. The next time you visit your grocer, see if his scales carry a seal showing that they have been tested and found accurate by the Government. Look at the gasoline pump at the filling station the next time you buy gasoline. See if there is anything to show that it has been approved by the Government.

The local government helps to keep your community neat as well as sanitary. It keeps the streets cleared of rubbish, broken glass, and other untidy and harmful waste. In most places it flushes the streets with water to rid them of dirt and germ-bearing dust.

The Federal Government, by regulating hours and wages, helps many of those who labor. It sees to it that proper safety measures are followed to prevent

accidents to workers. It provides pensions for many aged workers, and payments for many of those who may be out of work.

The Government watches prices and helps keep them reasonable. It rations many items of food and other goods when a shortage occurs.

We need only to look about us to see that our Government touches our lives in many, many ways in order to help us. Can you picture what life would be like without this cooperation by the Government to assist us?

YOUR ASSIGNMENT

Study Chapter XX, pages 169 through 175.

OUR CONSTITUTION AND GOVERNMENT

Lesson 20 Worksheet

Complete this worksheet by circling the letter alongside the answer you think is correct. When you have completed all the questions, fold on the dotted line to see the right answers. If you miss an answer, be sure to find out what the right answer is, and why, by checking in your textbook.

1. What are some ways in which the government protects our health?
   a. Through research in medicine and printing books on control of disease
   b. By assigning a physician to every taxpaying family
   c. By providing free medicine to all citizens
   d. By financing students through medical schools if they are American-born

2. How does the government help farmers?
   a. They assure the farmer of an overseas market.
   b. They assure every farmer an income of $15,000 a year and health and dental care for his family.
   c. The government's Department of Agriculture tests animal feeds, improves livestock breeds, and prevents soil erosion.
   d. The government supplies farmers with energy saving machinery and gives them fuel at a reduced price.

3. How does the government protect those who travel or who move goods by ship?
   a. By requiring all those who travel aboard a ship to have a complete physical given by an appointed Navy physician
   b. By imposing a tariff to offset the cost of medical care while on the ship
   c. By inspecting ships and setting qualifications for ship personnel
   d. By requiring American crews on all ships docked in the United States

4. How does the federal government help the citizens protect their money?
   a. The government supervises banks and insures depositors against losses from bank failures.
   b. The government appoints local businessmen to run the banks.
   c. The government appoints state employees to run the banks.
   d. None of the above are true.

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a. FOLD HERE

5. What kind of help do parents receive from the government?
   a. Parents over the age of 30, with at least two children, receive free day-care for their children.
   b. The government pairs up families to share information on child care.
   c. Daycare is provided for some children and good education is provided for all children.
   d. The government decides how many children the parents should have according to how much income they have.

6. How does the government help ships at sea?
   a. By providing weather reports, weather maps, and Coast Guard protection
   b. By allowing the ships to operate under the American flag and the United Nations flag
   c. By providing a luxury ocean liner with military arms in case of attack
   d. By having at least one representative from each of the armed services aboard at all times

7. How does the government help working people?
   a. It improves labor conditions in factories, mills, and mines.
   b. The Department of Labor sets standards for working hours.
   c. The Department of Labor sets standards for salaries, working conditions, and Social Security.
   d. All of the above are true.

8. How does the government help consumers?
   a. By setting maximum prices for most goods
   b. By having all produce scales manufactured in one state, in government factories
   c. By inspecting scales and requiring honest labeling of containers and products
   d. By having store owners pass on arithmetic test every two years

9. To help school children, which of the following does the government provide?
   a. Low-cost hot lunches and textbooks, and requirements for bus safety
   b. Free automobile transportation in large cities
   c. Free college education for students who graduate from high school with good grades
   d. Boy Scout and Girl Scout activities

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c.

a. FOLD HERE

d.

c.

a. FOLD HERE

10. How are bankers helped by the federal government?

a. The government pays a service charge for handling U.S. money.
b. Each banker has a government finance adviser to help with investments.
c. Bankers can request free credit cards.
d. Money citizens deposit is insured by the government.

11. How are investors in stocks and bonds helped by the government?

a. The government sets all price standards.
b. Certain regulations discourage fraud and dishonest practices.
c. Investors appointed by the government work at local levels throughout the country.
d. The government sets up guidelines telling the people how to invest their money.

12. How are workers in factories helped by the government?

a. The government conducts safety inspections and enforces a minimum wage.
b. The government provides free safety shoes and safety glasses.
c. The government guarantees a minimum of two weeks vacation.
d. The government pays for the employee's dental care.

13. How does the government help people with contagious diseases?

a. The government provides pharmacists to all communities.
b. Research into diseases is conducted by government scientists and the quarantine laws are enforced.
c. Families with more than two sick people are given free medical care.
d. Special communities for the sick are established by the government.

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d.

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a.

b.

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Basic Principles of Our Government

The United States Capitol

OUR Government is based on the principle that the people have the final authority. The people are free. They make the laws under which they live. All men are equal before the law. The people have rights that may be taken from them only by law. One person has the same rights as any other person. All persons have the right of free speech and of a free press. They have the right to hold meetings. People may worship God as they wish. They also have other rights, as you have read in the Bill of Rights.

This idea of government was new in 1789. Most of the world thought that our Government could not last. They said that our Nation could not grow and be strong. They said that our Government could not stand the test of time.

We know now that our Government has stood the test of time. It has grown stronger, year by year, for over 185 years. We feel certain that it will continue to grow for hundreds of years to come.

Our Nation has done well under this new idea of government. It has increased from 13 States to 50 States. It has over 50 times as many people as it had in 1789. It has nearly 5 times as much land as it had in 1789.

Our Nation has become great and strong because its basic principles are right. Chapter XXI in your textbook lists these principles. There are 11 of them. Each principle is printed in large type across the center of the page. Each principle is then explained.

To help you learn these principles, we have listed them here.

1. The Principle of Representative Government.
2. The Principle of a Federal System.
3. The Principle of Delegated Powers.
4. The Principle of Divided Authority.
5. The Principle of "Checks and Balances."
6. The Principle of Independent Courts.
7. The Principle of the Supremacy of the Law.
8. The Principle of Freedom and Equality.
9. The Principle that the Rights of the People are to be protected by the Government.
10. The Principle that the Constitution is a Living Document.
11. The Principle of Government by and for the People.

Study each principle until you can tell in your own words what it means. Every citizen should know these basic principles. Every citizen should be able to explain them to other people.

YOUR ASSIGNMENT

Study Chapter XXI, pages 176 through 185.

OUR CONSTITUTION AND GOVERNMENT

Lesson 21 Worksheet

Complete this worksheet by circling the letter alongside the answer you think is correct. When you have completed all the questions, fold on the dotted line to see the right answers. If you miss an answer, be sure to find out what the right answer is, and why, by checking in your textbook.

1. What is the basic principal on which the Constitution is built?

   a. Taxation without representation.
   b. The people govern through chosen representatives.
   c. The majority are always right and therefore have special rights.
   d. The electoral college has the sole right to elect the President.

2. Why should our courts be free from political control?

   a. So that attorneys do not have problems securing witnesses
   b. To make jury selection easier
   c. To keep the courts tax-free
   d. To ensure justice and avoid influence upon the judge's decision

3. What do we mean when we say that our Constitution is a "living document?"

   a. It will be useful for only a stated amount of time.
   b. It is flexible and open to present-day interpretations.
   c. It was written at the birth of our nation.
   d. It lives in the hearts of the citizens.

4. How is Congress "checked" by the other two branches of the federal government?

   a. The President can rule that a law is unconstitutional.
   b. The President can veto a bill.
   c. The President's office is responsible for paying Senator's salaries.
   d. All of the above are true.

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b.

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5. How is the President checked by the other two branches of the federal government?

a. Only Congress can declare war.
b. The Senate must approve treaties and presidential appointments.
c. The federal courts can stop the President from making decisions which would be unconstitutional.
d. All of the above are true.

6. Which of these are *not* basic principles of our government?

a. Representative government and delegated power
b. Federal system and divided authority
c. Government subsidized vacations and equal payment of taxes
d. Fair courts and adherence to the Constitution

7. Our government is a good government because it gives us

a. personal freedom.
b. protection of rights and opportunities to better ourselves.
c. participation in government activities.
d. All of the above are true.

8. How can we keep our government a good government?

a. By electing only officials who have held office before
b. By voting intelligently and obeying laws
c. By not allowing any elderly people to come to the U. S.
d. By voting to lower the retirement age to 55.

9. Government officials are sometimes called "servants of the people" because

a. their salaries are voted on each year by the public.
b. at the time of taking office they must give up their homes and wealth.
c. they serve and represent the people who elected them to office.
d. they work in public service for up to a year without pay.

d.

c. FOLD HERE

d.

b.

c. FOLD HERE

You can now refer to your book, *Final Tests* and take Final Test #6

When you have finished the test send it to your Correspondence Center for correction.

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